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ABSTRACT

To determine the competency level required of a one-year graduate from barber school and to obtain information that would enable vocational-technical schools to plan their curriculum to better meet student barber needs, a survey was conducted in Wisconsin of 629 barber shop managers, 75 journeymen, and 200 apprentices. Picked at random, these barbers and managers represented all levels of their trade, including both single-chair and multi-chair shops. The first part of the questionnaire concentrated on the following eight areas: haircuts, shaves, hair care, scalp services, facials, special hair services, hair replacement, and sales techniques. It was determined that (1) the full-time school program should include certain anatomical and scientific courses which are now taught in the apprenticeship program; (2) the full-time program should require 1,459 hours of instruction, and if necessary, the technical school can add up to 200 more hours; (3) facials and face shaves should receive less time and emphasis; and (4) the apprenticeship program should be changed to compensate for any changes in the full-time program. On the second part of the questionnaire, which covered the state board licensure examination, respondents were found to favor separate practical examinations after barber school graduation, after apprenticeship, and before becoming a master barber. Which specific areas of expertise should be tested and the method of examination to be used were also indicated. (ELG)

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ED155376

FINAL REPORT

Project Number 01-007-151-227

JOB ENTRY LEVEL COMPETENCIES OF A ONE YEAR BARBER SCHOOL GRADUATE

BEST COPY AVAILABLE

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June, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Russell Mandy, Associate Supervisor for Trades and Industry, District One Technical Institute, Eau Claire, Wisconsin

LIST OF APPENDED MATERIALS

APPENDIX

A Correspondence of November 11, 1976, requesting approval for District One to study the barbering area

B List of tasks originally developed in February, 1977

C Survey instrument

D Cover letter sent with survey instrument

E Tasks listed by survey respondents under the "Other" headings

F Complete item rank by employer and employee for frequency, performance, importance and future need

G Statistical measures relating to frequency, performance, importance and future need by employers and employees

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CHAPTER I

INTRODUCTION

Need for the Study

The need for this study was first evidenced when the Wisconsin Barbers' Association contacted the district directors of the VTAE schools which were offering barbering programs. At this meeting the concern was expressed that the program as it existed was not meeting the needs of the barbering industry. At a subsequent meeting of instructors from all of the barbering programs in the state, it was concluded that in order to fulfill the unmet needs as outlined by the Barbers' Association, it would be necessary to expand the length of the program substantially. When the concept of expanding the number of hours in the program was placed before the school directors, their reaction was that they wished to have the entire curriculum reviewed before committing themselves to such an expense. At about this time the consortium project in the area of "Determining Performance Levels of Competencies for Job Entry" had been funded. This consortium involving District One Technical Institute, Gateway Technical Institute, Northeast Wisconsin Technical Institute, and Indianhead Technical Institute was aimed at establishing performance requirements for entry level employment in four different training areas. Having had the concern regarding the barbering program expressed at this time, it was the decision of District One Technical Institute to select the barbering area for study. Requests for approval to study this area were submitted to the state staff research consultant on November 11, 1976. On November 14, 1976, a meeting was held in Madison to deal with the

barbering curriculum problem. Mr. Russell Mandy, Associate Supervisor for Trades and Industry, represented District One Technical Institute at this meeting. He indicated at that time that District One was prepared to conduct an in-depth study of competencies aimed at determining entry level performance in barbering. Following that meeting, agreement was established between the state VTAE staff and the Wisconsin Barbers' Association that the proper approach to resolving the barbering curriculum problem was through a properly conducted research study (see correspondence in Appendix A).

Statement of the Problem

The problem studied in this paper was to determine the performance level of competencies required of a one year graduate from barber school who is entering the barber profession.

The survey sought to answer the following questions:

1. How frequently are these tasks performed?
2. What level of performance is necessary for these tasks?
3. How important are these tasks?
4. What is the future need for these tasks?

Purpose of the Study

The basic purpose of the study was to determine the competencies which are needed by barber school graduates so they may become successful in the barber profession. The survey sought to obtain information which would be valuable to the vocational-technical schools in planning their curriculum in barbering to better meet the students' needs. The results of the study will enable the vocational-technical schools in the state to re-evaluate their barber programs. The results will be used to justify the modification or continuation of the existing barbering curriculum.

Limitations

This survey is limited by the following factors:

1. The number of questionnaires returned.
2. The interpretations of the various barber task descriptions.

Delimitations of the Survey

The number of barbers surveyed was limited to a random sample. There were 629 taken from the employer group and 275 from the employee group. In addition, a balance was sought between single-chair and multi-chair shops. A cross section was taken but not all barbers in the state were surveyed. Although directed to respond to the questionnaire in terms of how an individual entering the barber profession should stand as far as competency is concerned, the individuals analyzing the results concluded that most of the respondents actually answered the questionnaire in the light of their current employment situation. This was especially true with respect to the portion aimed at determining frequency of tasks performed. In addition, items relating to the special type of care required by black persons had to be interpreted in the light of the very limited geographic locations of the Black culture in Wisconsin.

CHAPTER II

PROCEDURES

The method employed to answer the question outlined in Chapter I was to circulate a questionnaire to a population which was considered to be in the best position to respond to a task analysis survey. This population was, of course, the practicing barbers throughout the state of Wisconsin.

Selection of Population

A random sampling of four distinct groups--shop managers (421), shop managers with apprentices (208), journeymen (75), and apprentices (200)--was taken. To get a good cross section of the barbering industry, input was sought from all levels of the trade. The selection of the random sample was done by Mr. William Nyenhuis representing the Barbers' Examining Board. As indicated above, in selecting the sample, Mr. Nyenhuis attempted to secure a balance of master barbers with single-chair shops and multi-chair shops and those with and without apprentices and journeymen.

Preparation of Questionnaire

The questionnaire was developed by the use of the syllabus and the bringing together of the barber instructors in the state and the people from industry listed on page iii, Acknowledgments. A list of tasks was first developed by this group in February, 1977, (see Appendix B) after which this writer and the below listed persons from District One prepared the questionnaire. The questionnaire was then sent to the persons involved in the workshop in February for additions, deletions, and general comments. Very few revisions were made and the questionnaire was prepared for mailing.

To facilitate the responses, the tasks were grouped into eight categories as follows: haircuts, shaves, scalp services, facials, hair care, special hair services, hair replacement, and sales techniques. Each of the tasks was assigned an item number within its group for reference purposes.

The Barbers' Examining Board was also cooperating in this study and to avoid a duplicate mailing, a list of questions relating to the licensure examination was attached to the task analysis question (see Chapter V).

Each respondent was asked to rate a task on a five point Likert scale relevant to four criteria: frequency, performance, importance, and future need. Each of the five points on the rating scale was defined for the respondent (refer to Appendix C).

An informational cover letter was developed and reviewed in the same manner as the questionnaire (refer to Appendix C).

An additional letter was attached to the questionnaire signed by State Director Eugene Lehrmann and William Nyenhuis, Executive Secretary to the Barber Board, giving their support to the questionnaire.

The questionnaire was ready for mailing the first part of April, 1977.

The following people served in an advisory capacity during the development of this questionnaire:

Wayne Atkins, Assistant Director for Research and Planning, District One Technical Institute, Eau Claire

Joseph Kettner, Data Processing Instructor, District One Technical Institute, Eau Claire

Russell Mandy, Associate Supervisor for Trades and Industry, District One Technical Institute, Eau Claire

Robert Birchler, Trades and Industry Supervisor, District One Technical Institute, Eau Claire

Administration of Questionnaire

On April 15, 1977, the questionnaire was sent to approximately 900 barbers in the state of Wisconsin with the cover letter signed by Mr. Lehrmann and Mr. Nyenhuis (refer to Appendix D) and a stamped, self-addressed envelope. The names and addresses of the potential respondents were supplied by the Barbers' Examining Board. Since the desired return was not reached after the first mailing, a second mailing was sent on May 9, 1977. This time enough questionnaires were returned to result in a 56 percent return. The final count on the returned questionnaires was 502.

Tabulation of Completed Questionnaires

In keeping with the suggestions of the people from industry (see listing in acknowledgments), the method for tabulating the results was determined by District One personnel and Mr. Joseph Kettner of the Data Processing Department at District One structured the computerization of the required tables. The returns were placed into two basic categories, those of employers and those of employees. Results were also tabulated on the basis of the number of chairs; i.e., one-chair and multi-chair shops. There were 272 multi-chair and 170 single-chair shops.

The returned questionnaires were then coded, the data keypunched and verified for accuracy. Each answer for a task was recorded exactly as it was indicated (example: if a 3 was circled, a 3 was recorded). A computer program was used to process the data and calculate the following statistical measures:

Description	Formula
Frequency of Response	Total Number of each Answer for each Task
Mean	$M = \frac{\Sigma X}{N}$
Standard Error (SE) of the Mean (M)	$SE_M = \frac{SD}{\sqrt{N}}$
Standard Deviation	$SD = \sqrt{\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2}$
Standard Error (SE) of the Standard Deviation (SD)	$SE_{SD} = \frac{SD}{\sqrt{2N}}$

Upon completion of these statistical computations, the rank value for employers and employees was calculated manually.

CHAPTER III

FINDINGS

Introduction

This chapter presents the findings obtained from an analysis of the survey dealing with job entry level competencies for one year barber school graduates. The chapter will be divided into two parts: data relating to level of response (returns) and to survey results.

Returns

Tables 3.00 through 3.04 show the number of questionnaires which were mailed and returned.

Table 3.00

Questionnaire Mailings and Returns for Apprentices

	Number	Percent
Mailed	200	
Mailed - Delivered	196	100
Responded	120	61
No Response	76	39

This response is considered to be excellent in view of the fact that some of these apprentices were out in the field less than a year.

Table 3.01

Questionnaire Mailing and Returns for Journeymen Barbers

	Number	Percent
Mailed	75	
Mailed - Delivered	66	100
Responded	40	66
No Response	26	34

As was the case with table 3.00, this response was excellent with a relatively high percent of return from this group.

Table 3.02

Questionnaire Mailing and Returns for Master-Shop Manager

	Number	Percent
Mailed	421	
Mailed - Delivered	419	100
Responded	224	53
No Response	195	47

Here again, the response is very good, considering the national average of 40 percent return on surveys of this type.

Table 3.03

Questionnaire Mailing and Returns
for Master-Shop Manager With Apprentices

	Number	Percent
Mailed	208	
Mailed - Delivered	207	100
Responded	118	57
No Response	89	43

Again, the response was excellent. The author views this as an indication of substantial interest in the survey.

Table 3.04

Total Questionnaires Mailed and Returned

	Number	Percent
Mailed	904	
Mailed - Delivered	888	100
Responded	502	56
No Response	386	44

Looking at the total population surveyed, again we find the percentage of respondents to be very satisfactory.

Table 3.05

Usable Respondent Returns

	Number	Percent
Responded	502	100
Usable	454	90
Unusable	48	10

As can be seen by this table, not all of the questionnaires returned were usable. This resulted from respondents not properly completing the questionnaire. Tables 3.04 and 3.05 reveal that of the 888 mailed and delivered the 454 usable questionnaires still provide a basis for a valid study with a 51 percent usable return. It should also be noted in the following tables under "Questionnaire Data," under the column "No. Resp.," that not all of the respondents answered all of the questions.

Questionnaire Data

Tables 3.06 through 3.37 depict the following measures for the four columns of the survey (frequency, performance, importance, and future need) for each of the 45 tasks listed.

1. Group Rank - Rank within group (categories - see page 5)
2. Item Rank - Rank within entire task list
3. Mean - Average response (see page 7)
4. No. Resp. - Number answering that task question
5. Percentage - Percentage of respondents

Tables 3.06 through 3.13 Deal With Frequency Performed

Table 3.06

Ranking of Tasks Performed in the Category (Group) Haircuts in Terms of Frequency of Performance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
1.00	HAIRCUTS																		
1.03	PERFORM A DRY HAIRCUT--TAPER (ABOVE EAR)	1.	1.	4.33	263	08	05	08	07	73	3.	7.	3.79	170	09	18	11	09	53
1.08	STYLE CUT A MAN'S HAIRCUT.	2.	2.	4.02	260	08	10	12	12	58	1.	4.	4.60	169	01	03	08	11	77
1.02	PERFORM A DRY HAIRCUT--LONG HAIR (OVER EAR).	3.	3.	[illegible]	265	17	05	09	08	62	5.	10.	3.56	171	21	13	07	08	51
1.06	PERFORM A HAIRCUT--WET, SHAMPOOED.	4.	9.	3.37	266	20	15	14	09	42	2.	5.5	4.22	171	08	06	09	13	65
1.05	PERFORM A HAIRCUT--WET, NON-SHAMPOO.	5.	10.	3.29	263	26	12	10	10	42	6.	11.	3.45	170	22	13	10	07	48
1.07	STYLE CUT A WOMAN'S HAIRCUT.	6.	11.	3.07	265	22	20	15	15	28	4.	9.	3.64	171	05	16	23	21	35
1.04	PERFORM A DRY HAIRCUT--FLAT TOP.	7.	12.	3.05	265	17	22	23	16	22	7.	21.	1.95	171	47	29	12	06	06
1.09	PERFORM BLACK PERSON'S HAIRCUTS.	8.	41.	1.37	260	75	20	02	01	03	8.	29.	1.52	165	67	26	01	01	05

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*MEAN: 1 = NEVER 2 = <WEEKLY 3 = 1-3/WEEK 4 = 4-7/WEEK 5 = 8+ /WEEK
(For definitions of these ratings, see Appendix C)

This table indicates that style cutting and giving both short and long dry haircuts rank first. Giving a wet haircut, shampooed or non-shampooed, ranks about the same. Style cutting a woman's haircut ranks slightly less. Flat tops are not given as frequently since this item ranks lower within this grouping. However, in terms of the complete item listing, there is a variation between employers and employees. This indicates the employer gives more flat tops than the employee in comparison with all other tasks. "Perform Black Person's Haircuts" was group ranked number eight and item ranked number 41. The low rank was due to the fact that Black haircutting is required from customers only in certain geographic areas of the state. The low ranking should not be interpreted as not needed in the school training program.

Table 3.07

Ranking of Tasks Performed in the Category (Group) Shaves in Terms of Frequency of Performance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
2.00	SHAVES																		
2.08	GIVE NECK SHAVES--RAZOR.	1.	8.	3.41	259	28	10	05	05	51	2.	14.	2.87	166	36	14	09	10	31
2.07	PERFORM BEARD DESIGNING-DRY--ELECTRIC CLIPPER. .	2.	15.	2.71	258	24	23	28	09	16	1.	13.	3.03	171	06	28	35	19	12
2.06	PERFORM BEARD DESIGNING-WET--STRAIGHT RAZOR. . .	3.	21.	1.96	249	40	37	13	04	05	4.	25.	1.65	169	54	33	08	03	02
2.04	PERFORM RAZOR SHAVES-REPLACEMENT BLADE	4.	25.	1.73	248	54	30	10	02	04	3.	23.5	1.79	167	44	41	08	03	03
2.03	PERFORM RAZOR SHAVES-STRAIGHT.	5.	26.	1.69	248	54	33	08	01	04	5.	34.	1.37	163	72	23	03	01	01
2.01	PERFORM A DEPILATORY SHAVE	6.	35.5	1.40	255	76	17	02	02	04	6.	44.	1.21	168	84	12	04	00	01

*MEAN: 1 = NEVER 2 = <WEEKLY 3 = 1-3/WEEK 4 = 4-7/WEEK 5 = 8+ /WEEK

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Neck shaves are given with a razor in most shops as it ranks fairly high with both employer and employee. Performing Beard Design--Dry ranks slightly less. Performing beard design with a straight razor is rarely given. Very few shaves are given in the shop either with the replacement blade or the straight razor. Depilatory shave is rarely given by either employers or employees.

Table 3.08

Ranking of Tasks Performed in the Category (Group) Scalp Services in Terms of Frequency of Performance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
3.00	SCALP SERVICES																		
3.01	GIVE SHAMPOOS.	1.	7.	3.42	263	12	21	16	14	37	1.	1.	4.33	172	01	09	14	09	67
3.04	GIVE SCALP MASSAGES (HAND OR VIBRATORY).	2.	16.	2.55	255	27	30	19	09	15	2.	18.	2.30	167	26	47	11	04	12
3.02	USE SCALP LOTIONS (TONIC).	3.	18.	2.42	256	29	36	14	09	13	3.	20.	1.98	167	41	37	09	07	05
3.03	GIVE SCALP TREATMENT (HEAT, OIL, ETC.)	4.	27.	1.67	251	65	16	10	03	06	4.	23.5	1.79	167	43	41	11	04	01

*MEAN: 1 = NEVER 2 = <WEEKLY 3 = 1-3/WEEK 4 = 4-7/WEEK 5 = 8+ /WEEK

Shampoos rank very high with both the employers and employees. Scalp massages and scalp lotions rank low in frequency. Scalp treatments are rarely given.

Table 3.09

Ranking of Tasks Performed in the Category (Group) Facials in Terms of Frequency of Performance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
4.00	FACIALS																		
4.03	GIVE A REST FACIAL	1.	31.	1.46	256	68	23	05	02	02	1.	31.5	1.45	168	62	32	05	01	00
4.01	GIVE A FACIAL MASK	2.5	32.5	1.43	254	71	21	03	02	02	2.5	35.5	1.32	168	71	27	02	01	00
4.07	GIVE A WITCH HAZEL STEAM	2.5	32.5	1.43	254	73	18	05	02	02	4.	37.	1.31	168	74	23	03	00	01
4.06	GIVE A VIBRATORY FACIAL	4.	34.	1.42	254	73	18	05	02	02	8.	42.	1.25	167	78	20	02	00	00
4.05	RENDER A CLAY PACK	5.5	38.	1.39	256	74	19	03	02	02	5.5	38.5	1.30	168	73	23	04	00	00
4.08	PERFORM A COMBINATION FACIAL	5.5	38.	1.39	256	77	15	04	00	04	7.	40.	1.29	167	75	22	02	00	01
4.02	GIVE A ROLLING CREAM FACIAL	7.	40.	1.38	255	75	17	04	03	01	5.5	38.5	1.30	168	72	26	02	00	00
4.04	GIVE A REJUVENATING FACIAL	8.	44.	1.28	256	80	14	04	00	01	2.5	35.5	1.32	167	72	24	03	01	00
4.09	GIVE A HIGH FREQUENCY AND DERMAL LAMP TREATMENT	9.	45.	1.11	251	92	06	01	00	00	9.	45.	1.14	168	89	09	02	00	00

*MEAN: 1 = NEVER 2 = <WEEKLY 3 = 1-3/WEEK 4 = 4-7/WEEK 5 = 8+ /WEEK

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With respect to all of the facial tasks listed, the survey indicates that they are rarely given.

Table 3.10

Ranking of Tasks Performed in the Category (Group) Hair Care In Terms of Frequency of Performance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
5.00	HAIR CARE																		
5.01	DO HAIR CONDITIONING	1.	13.	2.95	259	27	22	12	09	31	1.	8.	3.75	170	09	15	17	12	48
5.02	DO HAIR RECONDITIONING	2.	17.	2.46	255	38	24	13	06	20	2.	16.	2.79	168	20	30	18	16	16
5.03	GIVE HOT OIL TREATMENTS	3.	42.	1.34	246	82	10	04	00	04	3.	33.	1.44	165	73	17	07	01	02

*MEANS: 1 = NEVER 2 = <WEEKLY 3 = 1-3/WEEK 4 = 4-7/WEEK 5 = 8+ /WEEK

15

Hair conditioning and reconditioning rank relatively high in terms of frequency of performance in today's shops. Both employers and employees give these services often during the week. Hot oil treatments are rarely, if ever, given.

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Table 3.11

Ranking of Tasks Performed in the Category (Group) Special Hair Services in Terms of Frequency of Performance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
6.00	SPECIAL HAIR SERVICES																		
6.07	DO AIR WAVING (BLOW DRYER)	1.	6.	3.52	260	25	07	08	10	50	1.	2.	4.46	168	06	05	04	07	79
6.06	DO IRON CURLING TECHNIQUES	2.	19.	2.03	257	54	18	12	02	13	2.	15.	2.84	166	26	23	17	08	25
6.01	DO PERM WAVING (CHEMICAL)	3.	20.	1.97	258	55	17	13	05	10	3.	17.	2.50	170	22	31	29	10	08
6.09	DO HAIR ANALYSIS	4.	22.	1.88	251	61	17	07	04	11	4.	19.	2.00	162	53	24	06	04	13
6.04	DO HAIR COLORING	5.	23.5	1.78	255	56	25	10	04	05	5.	22.	1.89	168	39	42	13	03	03
6.02	DO HAIR RELAXING	6.	28.	1.61	256	65	21	07	03	04	6.	26.	1.64	169	54	37	04	02	03
6.03	DO HAIR STRAIGHTENING	7.	29.	1.56	254	67	20	06	03	04	7.	27.	1.58	168	58	34	04	02	02
6.08	DO HAIR SETTING (ROLLER PLACEMENT)	8.	30.	1.55	255	73	13	07	03	05	8.	28.	1.57	169	68	16	11	02	04
6.05	DO HAIR BLEACHING	9.	43.	1.32	257	79	14	05	01	02	9.	30.	1.46	166	64	30	03	02	01

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*MEAN: 1 = NEVER 2 = <WEEKLY 3 = 1-3/WEEK 4 = 4-7/WEEK 5 = 8+ /WEEK

In both group and item rank, air waving (blow dryer) is the only category that rates high in frequency. Iron curling techniques, perm waving, and hair analysis are given a moderate rating with respect to frequency performed. Hair coloring is given occasionally. Hair relaxing, hair straightening, hair setting, and hair bleaching are rarely given. However, relaxing and hair straightening do not reflect the geographical location in regard to frequency.

Table 3.12

Ranking of Tasks Performed in the Category (Group) Hair Replacement in Terms of Frequency of Performance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
7.00	HAIR REPLACMENT																		
7.01	DO HAIR PIECES	1.	23.5	1.78	257	52	33	06	03	06	1.	31.5	1.45	165	62	33	03	01	01
7.02	DO HAIR REPLACEMENT ATTACHMENTS	2.	35.5	1.40	245	78	17	02	02	03	2.	41.	1.26	158	78	18	03	01	00
7.03	DO HAIR REPLACEMENT REPAIR SERVICE	3.	38.	1.39	249	80	10	03	02	04	3.	43.	1.24	156	80	17	01	02	00

*MEAN: 1 = NEVER 2 = <WEEKLY 3 = 1-3/WEEK 4 = 4-7/WEEK 5 = 8+ /WEEK

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Hairpiece work is ranked as given with moderate frequency. Hair replacement attachments and hair replacement repair service is rarely, if never, practiced.

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Table 3.13

Ranking of Tasks Performed in the Category (Group) Sales Techniques in Terms of Frequency of Performance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
8.00	SALES TECHNIQUES																		
8.02	KNOW PRODUCT KNOWLEDGE	1.	4.	3.85	240	09	14	13	10	54	2.	5.5	4.22	150	04	07	11	17	60
8.01	DO PRODUCT SALES	2.	5.	3.81	256	09	15	13	11	52	1.	4.	4.26	168	05	07	11	14	64
8.03	USE COMMUNICATIONS (VISUAL AIDS)	3.	14.	2.79	239	36	16	09	08	30	3.	12.	3.26	158	22	16	11	16	35

*MEAN: 1 = NEVER 2 = <WEEKLY 3 = 1-3/WEEK 4 = 4-7/WEEK 5 = 8+ /WEEK

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Doing Product Sales and Knowing Product Knowledge is ranked very high both in group rank and item rank.

Using Communications (Visual Aids) ranks slightly lower but ties in with the other sales techniques.

Tables 3.14 through 3.21 Deal With Performance Level

Table 3.14

Ranking of Tasks Performed in the Category (Group) Haircuts in Terms of Performance Level for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER PERCENTAGE 1	2	3	4	5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE PERCENTAGE 1	2	3	4	5
1.00	HAIRCUTS																		
1.08	STYLE CUT A MAN'S HAIRCUT.	1.	1.	3.96	224	02	05	25	33	35	1.	2.	4.38	162	00	01	14	33	52
1.03	PERFORM A DRY HAIRCUT--TAPER (ABOVE EAR)	2.	3.	3.82	226	03	11	22	30	35	6.	13.	3.67	159	02	09	30	38	21
1.06	PERFORM A HAIRCUT--WET, SHAMPOOED.	3.	6.	3.69	214	06	08	28	27	31	2.	3.5	4.29	163	01	04	11	33	51
1.02	PERFORM A DRY HAIRCUT--LONG HAIR (OVER EAR).	4.	7.	3.68	210	05	04	32	34	24	5.	9.5	3.83	148	05	03	26	34	31
1.05	PERFORM A HAIRCUT--WET, NON-SHAMPOO.	5.	10.	3.63	201	05	08	28	33	24	4.	8.	3.87	145	06	04	21	34	34
1.07	STYLE CUT A WOMAN'S HAIRCUT.	6.	12.	3.55	207	06	10	31	27	26	3.	7.	3.94	159	02	03	28	35	33
1.04	PERFORM A DRY HAIRCUT--FLAT TOP.	7.	17.	3.18	211	17	12	29	21	21	8.	39.	2.62	140	26	16	36	14	08
1.09	PERFORM BLACK PERSON'S HAIRCUTS.	8.	43.	2.05	130	48	21	16	10	05	7.	38.	2.75	112	27	11	35	16	12

*MEAN: 1 = VERY LOW 2 = LOW 3 = AVERAGE 4 = HIGH 5 = VERY HIGH
(For definitions of these ratings, see Appendix C)

This table indicates that the performance level expected of students for all tasks in this category (except 1.09) is above average and that they should perform the task with very limited or no assistance. The performance level on Black person's haircut was rated low; however, this would be expected in view of the geographic locations of the Black culture. Most items in the haircut column have a high priority rating with the exception of the flat top and Black person's haircut. The flat top rating is believed due to limited number of people wearing this hair style, and the Black person's haircut is undoubtedly due to geographic locations. This table also tends to indicate that none of the phases on haircuts should be eliminated from the curriculum and that greater emphasis should be placed on hair styling.

Table 3.15

Ranking of Tasks Performed in the Category (Group) Shaves in Terms of Performance Level for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
2.00	SHAVES																		
2.08	GIVE NECK SHAVES--RAZOR.	1.	9.	3.65	187	11	04	28	24	33	2.	17.	3.45	129	09	10	32	24	25
2.07	PERFORM BEARD DESIGNING-DRY--ELECTRIC CLIPPER. .	2.	15.	3.27	204	10	10	41	22	18	1.	15.5	3.54	161	02	06	43	36	14
2.06	PERFORM BEARD DESIGNING-WET--STRAIGHT RAZOR. . .	3.	24.5	2.81	169	20	18	36	15	11	4.	31.5	2.87	120	20	12	37	25	07
2.03	PERFORM RAZOR SHAVES-STRAIGHT.	4.	27.5	2.70	153	29	13	29	14	14	5.	40.	2.56	105	27	14	41	12	06
2.04	PERFORM RAZOR SHAVES-REPLACEMENT BLADE	5.	31.5	2.59	156	33	10	32	13	12	3.	25.	3.01	126	18	10	35	25	11
2.01	PERFORM A DEPILATORY SHAVE	6.	44.	1.93	128	54	14	21	07	04	6.	43.	2.17	093	40	17	32	08	03

20

*MEAN: 1 = VERY LOW 2 = LOW 3 = AVERAGE 4 = HIGH 5 = VERY HIGH

This table indicates that the expected performance level of a student is low in shaving with the exception of beard designing with an electric clipper and neck shaves with a razor. The mean and consequent ranking for depilatory shaving was very low; however, this is believed due to the need in a limited number of geographic locations. The task, neck shave given with the electric neck shaver (clipper), was not listed on the survey instrument; however, based on comments on the returned questionnaires, this type of service is being given. The survey indicates that less emphasis should be placed on shaving in the curriculum.

Table 3.16

Ranking of Tasks Performed in the Category (Group) Scalp Services in Terms of Performance Level for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
3.00	SCALP SERVICES																		
3.01	GIVE SHAMPOOS.	1.	5.	3.73	224	02	06	35	29	27	1.	1.	4.42	165	00	01	15	27	58
3.04	GIVE SCALP MASSAGES (HAND OR VIBRATORY).	2.	16.	3.21	186	08	16	43	21	14	2.	18.	3.44	143	05	10	40	25	20
3.02	USE SCALP LOTIONS (TONIC).	3.	19.	3.06	191	10	17	42	17	14	3.	20.	3.22	129	12	11	35	26	16
3.03	GIVE SCALP TREATMENT (HEAT, OIL, ETC.)	4.	30.	2.61	140	32	14	26	15	12	4.	23.	3.06	125	11	13	45	21	10

*MEANS: 1 = VERY LOW 2 = LOW 3 = AVERAGE 4 = HIGH 5 = VERY HIGH

21

This table indicates that the students should be able to perform the scalp services with limited supervision, with the exception of shampooing. Further, it reveals that shampooing should be given without supervision. This would indicate that greater emphasis be placed on shampooing in the curriculum.

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Table 3.17

Ranking of Tasks Performed in the Category (Group) Facials in Terms of Performance Level for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
4.00	FACIALS																		
4.03	GIVE A REST FACIAL	1.	29.	2.66	131	25	18	35	08	13	1.	24.	3.05	115	15	11	41	20	13
4.06	GIVE A VIBRATORY FACIAL	2.	33.	2.51	123	28	24	27	11	11	6.5	34.5	2.84	099	20	12	38	22	07
4.07	GIVE A WITCH HAZEL STEAM	3.	36.	2.47	128	31	20	29	09	10	6.5	34.5	2.84	104	22	10	41	16	11
4.01	GIVE A FACIAL MASK	4.	37.	2.46	126	31	19	31	11	08	2.	26.	2.95	111	20	10	40	17	14
4.05	RENDER A CLAY PACK	5.	39.	2.41	120	37	14	29	12	08	3.	27.5	2.93	107	19	11	40	19	11
4.02	GIVE A ROLLING CREAM FACIAL	6.	40.	2.40	124	33	18	31	11	06	8.	37.	2.81	108	20	13	41	17	09
4.08	PERFORM A COMBINATION FACIAL	7.	41.	2.32	117	32	24	30	07	07	5.	31.5	2.87	106	19	10	43	20	08
4.04	GIVE A REJUVENATING FACIAL	8.	42.	2.29	114	38	23	24	11	06	4.	28.5	2.81	104	17	11	43	21	08
4.09	GIVE A HIGH FREQUENCY AND DERMAL LAMP TREATMENT	9.	45.	1.89	094	54	15	23	02	05	9.	42.	2.48	090	37	08	34	13	08

*MEAN: 1 = VERY LOW 2 = LOW 3 = AVERAGE 4 = HIGH 5 = VERY HIGH

22

This table indicates that the performance level expected of a student is low in the category facials. It also indicates that with certain types of facials, a relatively low level of competency in performance requiring substantial supervision is needed. This would indicate that less emphasis be placed on facials and that certain facials could be eliminated from the curriculum.

Table 3.18

Ranking of Tasks Performed in the Category (Group) Hair Care in Terms of Performance Level for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER --PERCENTAGE-- 1	2	3	4	5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE --PERCENTAGE-- 1	2	3	4	5
5.00	HAIR CARE																		
5.01	DO HAIR CONDITIONING	1.	11.	3.58	188	07	07	35	21	30	1.	5.	4.13	156	02	02	21	31	44
5.02	DO HAIR RECONDITIONING	2.	14.	3.42	171	12	10	29	22	27	2.	6.	3.97	149	05	02	23	32	38
5.03	GIVE HOT OIL TREATMENTS	3.	34.	2.50	102	35	18	22	13	13	3.	21.5	3.09	098	20	09	27	29	15

*MEANS: 1 = VERY LOW 2 = LOW 3 = AVERAGE 4 = HIGH 5 = VERY HIGH

23

This table shows that a high level of competency is needed in the performance level for hair conditioning and reconditioning. This would indicate that more emphasis should be placed on these areas in the curriculum and less emphasis should be placed on hot oil treatments.

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Table 3.19

Ranking of Tasks Performed in the Category (Group) Special Hair Services in Terms of Performance Level for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER										EMPLOYEE									
		GROUP RANK	ITEM RANK	MEAN*	NO RESP	PERCENTAGE 1	2	3	4	5		GROUP RANK	ITEM RANK	MEAN*	NO RESP	PERCENTAGE 1	2	3	4	5	
6.00	SPECIAL HAIR SERVICES																				
6.07	DO AIR HAVING (BLOW DRYER)	1.	2.	3.87	196	07	05	23	27	39		1.	3.5	4.29	155	03	01	15	28	54	
6.06	DO IRON CURLING TECHNIQUES	2.	18.	3.12	163	20	13	27	17	23		3.	13.5	3.54	142	08	08	29	29	25	
6.01	DO PERM HAVING (CHEMICAL)	3.	20.	3.04	163	23	10	25	22	20		2.	12.	3.70	148	03	09	30	28	29	
6.04	DO HAIR COLORING	4.	21.5	2.95	149	20	19	25	19	17		4.	19.	3.33	136	10	10	35	26	19	
6.02	DO HAIR RELAXING	5.	23.	2.83	143	24	15	30	15	15		7.	29.5	2.91	125	16	16	40	17	11	
6.03	DO HAIR STRAIGHTENING	6.	24.5	2.81	135	23	17	30	15	15		8.	33.	2.85	123	17	17	41	15	11	
6.09	DO HAIR ANALYSIS	7.	26.	2.75	142	27	12	33	13	14		5.	21.5	3.09	119	17	10	36	21	16	
6.08	DO HAIR SETTING (ROLLER PLACEMENT)	8.	27.5	2.70	131	30	13	28	15	14		9.	36.	2.83	110	22	17	29	20	12	
6.05	DO HAIR BLEACHING	9.	35.	2.48	122	35	18	22	12	12		6.	27.5	2.83	115	20	17	29	17	17	

24

*MEAN: 1 = VERY LOW 2 = LOW 3 = AVERAGE 4 = HIGH 5 = VERY HIGH

This table indicates that the performance level on special hair services varies from below average to high. This would emphasize that additional material should be incorporated into the curriculum. It also indicates that new phases of hair services should be added to the program. The below average ratings on hair relaxing and straightening can be attributed to the need for these services being limited to a few geographic locations, such as Black culture areas.

Table 3.20

Ranking of Tasks Performed in the Category (Group) Hair Replacement in Terms of Performance Level for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
7.00	HAIR REPLACMENT																		
7.01	DO HAIR PIECES	1.	21.5	2.95	155	20	15	32	17	16	1.	44.	2.49	112	31	21	28	09	12
7.02	DO HAIR REPLACEMENT ATTACHMENTS	2.	31.5	2.59	111	31	16	30	10	14	2.	44.	2.10	093	45	23	17	08	08
7.03	DO HAIR REPLACEMENT REPAIR SERVICE	3.	38.	2.44	113	40	11	26	13	11	3.	45.	2.08	090	49	21	12	09	09

*MEAN: 1 = VERY LOW 2 = LOW 3 = AVERAGE 4 = HIGH 5 = VERY HIGH

25

This table indicates that the performance level on hair replacement is relatively low. This would tend to indicate that this section is not needed in the curriculum.

Table 3.21

Ranking of Tasks Performed in the Category (Group) Sales Techniques in Terms of Performance Level for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
8.00	SALES TECHNIQUES																		
8.02	KNOW PRODUCT KNOWLEDGE	1.	4.	3.80	209	05	06	29	26	35	1.	9.5	3.83	160	02	05	32	31	31
8.01	DO PRODUCT SALES	2.	8.	3.66	211	04	09	31	27	29	2.	11.	3.75	158	02	06	36	27	29
8.03	USE COMMUNICATIONS (VISUAL AIDS)	3.	13.	3.48	166	12	08	28	23	29	3.	14.	3.58	139	05	12	31	25	27

*MEAN: 1 = VERY LOW 2 = LOW 3 = AVERAGE 4 = HIGH 5 = VERY HIGH

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This table points out that the performance level for tasks in the category, Sales Techniques, is above average to high. This would indicate the need for additional emphasis to be placed in this area of the curriculum.

Tables 3.22 through 3.29 Deal With Importance

Table 3.22

Ranking of Tasks Performed in the Category (Group) Haircuts in Terms of Importance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
1.00	HAIRCUTS																		
1.08	STYLE CUT A MAN'S HAIRCUT.	1.	1.	4.12	230	01	04	15	41	39	1.	4.	4.52	163	00	01	09	28	63
1.03	PERFORM A DRY HAIRCUT--TAPER (ABOVE EAR)	2.	3.5	3.98	231	00	06	23	37	34	4.	12.5	3.69	158	04	14	19	36	27
1.06	PERFORM A HAIRCUT--WET, SHAMPOOED.	3.	6.	3.84	222	05	06	25	29	35	2.	3.	4.36	163	02	04	09	27	58
1.02	PERFORM A DRY HAIRCUT--LONG HAIR (OVER EAR). . .	4.	7.5	3.71	221	04	08	28	34	26	5.	16.	3.51	150	10	12	24	25	29
1.07	STYLE CUT A WOMAN'S HAIRCUT.	5.	9.	3.68	214	05	09	28	27	30	3.	6.	4.23	162	01	01	19	31	48
1.05	PERFORM A HAIRCUT--WET, NON-SHAMPOO.	6.	13.	3.47	205	10	07	30	32	21	6.	17.	3.41	148	09	15	22	32	21
1.04	PERFORM A DRY HAIRCUT--FLAT TOP.	7.	22.	2.97	218	13	19	39	17	12	8.	39.	2.38	145	31	24	28	10	07
1.09	PERFORM BLACK PERSON'S HAIRCUTS.	8.	43.	1.99	142	46	25	19	06	05	7.	38.	2.39	114	30	25	29	07	09

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*MEANS: 1 = SLIGHT 2 = SOME 3 = IMPORTANT 4 = VERY 5 = CRITICAL
(For definitions of these ratings, see Appendix C)

This table reveals that item 1.08, Style Cut a Man's Haircut, is rated by both the employers and employees first in both group and item rank. This means that they felt this item to be the most important on the servicing and by the means of 4.12 and 4.52 also showed mastery of this task to be very important for entry-level employment; whereas, Perform a Haircut--Wet, Non-Shampoo, item 1.05, was rated lower by both the employer and employee. Item 1.09, Perform a Black Person's Haircuts, which was rated very low, shows a mean of 1.99 by the employers, which means mastery of this task is only of some importance for entry-level employment. The employees with a mean of 2.39 show it to be a little more important than the employers. The low rating on this item we feel is due to its need being limited in terms of geographical location. The table shows that little or nothing in the curriculum should be changed with respect to the category haircuts.

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Table 3.23

Ranking of Tasks Performed in the Category (Group) Shaves in Terms of Importance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
2.00	SHAVES																		
2.08	GIVE NECK SHAVES--RAZOR.	1.	14.	3.40	194	11	13	27	25	25	2.	27.	2.86	132	20	23	25	14	17
2.07	PERFORM BEARD DESIGNING-DRY--ELECTRIC CLIPPER. .	2.	20.	3.03	208	12	12	47	20	10	1.	18.5	3.38	162	03	11	45	27	14
2.06	PERFORM BEARD DESIGNING-WET--STRAIGHT RAZOR. . .	3.	30.	2.59	176	22	24	31	19	04	3.	31.5	2.60	124	23	22	32	16	06
2.04	PERFORM RAZOR SHAVES-REPLACEMENT BLADE	4.	35.5	2.25	166	40	18	27	08	07	4.	35.	2.47	131	27	27	23	15	07
2.03	PERFORM RAZOR SHAVES-STRAIGHT.	5.	37.	2.23	160	39	21	24	10	06	5.	44.	2.15	108	35	31	22	08	04
2.01	PERFORM A DEPILATORY SHAVE	6.	45.	1.76	135	58	21	11	08	02	6.	45.	1.71	098	55	24	15	04	01

*MEAN: 1 = SLIGHT 2 = SOME 3 = IMPORTANT 4 = VERY 5 = CRITICAL

28

Even though the means in some of the items reflect importance, the corresponding item rank is low, as rated by the employers and employees. Only Giving Neck Shaves-Razor ranked higher than 20th, indicating that shaving is of little importance in the survey. Based on these results, only giving neck shaves and beard trimming-dry showed enough importance to keep it in the program.

Table 3.24

Ranking of Tasks Performed in the Category (Group) Scalp Services in Terms of Importance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
3.00	SCALP SERVICES																		
3.01	GIVE SHAMPOOS.	1.	7.5	3.71	231	04	06	34	26	29	1.	5.	4.32	168	00	02	18	26	54
3.04	GIVE SCALP MASSAGES (HAND OR VIBRATORY).	2.	21.	3.00	193	12	17	39	20	11	2.	25.	2.94	145	12	21	38	19	10
3.02	USE SCALP LOTIONS (TONIC).	3.	26.	2.81	196	10	23	36	13	12	4.	30.	2.64	131	16	34	27	16	07
3.03	GIVE SCALP TREATMENT (HEAT, OIL, ETC.)	4.	31.	2.56	147	33	17	23	16	11	3.	26.	2.91	127	10	28	32	20	09

*MEAN: 1 = SLIGHT 2 = SOME 3 = IMPORTANT 4 = VERY 5 = CRITICAL

29

This table for importance on scalp services shows that only shampoos ranked in the top 20 for item rank; however, the other means for the tasks show mastery of the task is relatively important for entry-level barbers.

Table 3.25

Ranking of Tasks Performed in the Category (Group) Facials in Terms of Importance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
4.00	FACIALS																		
4.03	GIVE A REST FACIAL	1.	33.	2.38	141	31	25	25	13	06	1.	31.5	2.60	119	20	24	34	18	03
4.06	GIVE A VIBRATORY FACIAL	2.	34.	2.35	133	32	23	28	12	05	6.5	40.5	2.36	105	28	25	33	12	02
4.01	GIVE A FACIAL MASK	3.	35.5	2.25	137	36	21	28	12	03	2.	33.	2.58	115	21	24	37	10	07
4.08	PERFORM A COMBINATION FACIAL	4.	38.	2.22	127	38	19	30	10	03	3.	34.	2.52	111	23	29	29	14	06
4.07	GIVE A WITCH HAZEL STEAM	5.	39.	2.19	135	36	24	26	10	03	8.5	42.5	2.34	111	31	21	36	09	04
4.05	RENDER A CLAY PACK	6.	40.	2.17	132	40	20	25	11	03	5.	37.	2.42	112	26	24	35	13	03
4.02	GIVE A ROLLING CREAM FACIAL	7.	41.	2.14	133	40	20	29	11	01	8.5	42.5	2.34	113	27	26	35	09	03
4.04	GIVE A REJUVENATING FACIAL	8.	42.	2.09	126	40	24	24	10	02	4.	36.	2.44	108	25	25	34	12	04
4.09	GIVE A HIGH FREQUENCY AND DERMAL LAMP TREATMENT	9.	44.	1.85	104	53	21	15	10	01	6.5	40.5	2.36	095	35	19	27	14	05

*MEANS: 1 = SLIGHT 2 = SOME 3 = IMPORTANT 4 = VERY 5 = CRITICAL

30

Based on the low means and the low rankings, this table shows that the facial services could be eliminated from the Barber program. The survey does, however, show some importance for entry-level barbers.

Table 3.26

Ranking of Tasks Performed in the Category (Group) Hair Care in Terms of Importance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
5.00	HAIR CARE																		
5.01	DO HAIR CONDITIONING	1.	11.	3.60	194	06	12	28	24	30	1.	8.	4.10	156	02	05	21	25	47.
5.02	DO HAIR RECONDITIONING	2.	12.	3.53	177	08	10	28	27	27	2.	10.	3.94	152	04	06	22	28	40
5.03	GIVE HOT OIL TREATMENTS	3.	32.	2.47	110	32	22	25	11	11	3.	28.	2.83	103	20	20	26	22	11

*MEAN: 1 = SLIGHT 2 = SOME 3 = IMPORTANT 4 = VERY 5 = CRITICAL

31

This tabulation for the category hair care shows that both employers and employees indicated the tasks, Do Hair Conditioning and Do Hair Reconditioning, were important for job entry into barbering. Hot oil treatments had a low rating by both employers and employees and they indicated only some importance at entry level.

Table 3.27

Ranking of Tasks Performed in the Category (Group) Special Hair Services in Terms of Importance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
6.00	SPECIAL HAIR SERVICES																		
6.07	DO AIR WAVING (BLOW DRYER)	1.	3.5	3.98	203	05	05	16	35	38	1.	2.	4.47	157	02	03	06	25	64
6.01	DO PERM WAVING (CHEMICAL)	2.	15.	3.34	169	15	14	20	22	28	2.	9.	4.05	152	03	05	18	31	43
6.06	DO IRON CURLING TECHNIQUES	3.	17.	3.15	168	16	17	24	21	21	3.	12.5	3.69	145	08	10	19	33	30
6.04	DO HAIR COLORING	4.	18.	3.13	160	15	16	28	24	18	4.	14.	3.62	139	06	09	24	37	23
6.09	DO HAIR ANALYSIS	5.	19.	3.09	150	19	15	23	21	21	5.	15.	3.53	118	08	08	29	33	22
6.02	DO HAIR RELAXING	6.5	23.5	2.96	150	17	24	21	20	17	6.	20.	3.20	128	09	17	35	20	18
6.03	DO HAIR STRAIGHTENING	6.5	23.5	2.96	145	17	24	21	20	17	8.	23.	3.11	126	13	17	35	16	19
6.08	DO HAIR SETTING (ROLLER PLACEMENT)	8.	27.	2.79	139	27	14	27	15	17	9.	29.	2.60	112	25	18	24	18	15
6.05	DO HAIR BLEACHING	9.	28.	2.65	132	30	19	23	13	15	7.	21.	3.19	118	18	08	29	26	19

*MEANS: 1 = SLIGHT 2 = SOME 3 = IMPORTANT 4 = VERY 5 = CRITICAL

32

In this category all items were placed quite low on the survey with the exception of 6.07, Do Air Waving, and 6.01, Do Perm Waving. The average mean for all categories was quite high and indicated mastery of this task from important to very important for entry level.

Table 3.28

Ranking of Tasks Performed in the Category (Group) Hair Replacement in Terms of Importance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
7.00	HAIR REPLACMENT																		
7.01	DO HAIR PIECES	1.	16.	3.29	163	12	11	31	26	20	1.	18.5	3.38	121	13	08	29	26	23
7.02	DO HAIR REPLACEMENT ATTACHMENTS	2.	25.	2.82	119	27	13	27	17	16	2.	22.	3.13	101	17	12	31	23	18
7.03	DO HAIR REPLACEMENT REPAIR SERVICE	3.	29.	2.61	120	33	15	23	16	13	3.	24.	3.00	096	24	14	20	24	19

*MEAN: 1 = SLIGHT 2 = SOME 3 = IMPORTANT 4 = VERY 5 = CRITICAL

33

Other than Do Hair Pieces, which ranked 16th by employers and 18th by employees, among the total items the other items were ranked rather low in the survey. It did indicate that if they were to be performed, they would be important for job entry level.

Table 3.29

Ranking of Tasks Performed in the Category (Group) Sales Techniques in Terms of Importance for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
8.00	SALES TECHNIQUES																		
8.02	KNOW PRODUCT KNOWLEDGE	1.	2.	4.07	226	02	04	25	26	44	1.	4.	4.34	161	02	02	13	25	57
8.01	DO PRODUCT SALES	2.	5.	3.90	221	03	07	26	26	38	2.	7.	4.14	161	02	04	17	30	47
8.03	USE COMMUNICATIONS (VISUAL AIDS)	3.	10.	3.63	175	09	08	28	22	33	3.	11.	3.86	140	06	06	22	28	38

*MEAN: 1 = SLIGHT 2 = SOME 3 = IMPORTANT 4 = VERY 5 = CRITICAL

34

Sales techniques ranked high on item rank and also had very high means. This indicates these tasks are not only wanted by the barbers but also that mastery of this task is very important for entry level employment.

Tables 3.30 through 3.37 Deal With Future Need

Table 3.30

Ranking of Tasks Performed in the Category (Group) Haircuts in Terms of Future Need for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
1.00	HAIRCUTS																		
1.08	STYLE CUT A MAN'S HAIRCUT.	1.	2.	4.16	241	03	05	13	29	50	1.	4.	4.60	166	00	02	08	17	72
1.03	PERFORM A DRY HAIRCUT--TAPER (ABOVE EAR)	2.	5.	3.90	241	02	06	26	30	35	4.	17.	3.48	165	04	13	34	29	20
1.06	PERFORM A HAIRCUT--WET, SHAMPOOED.	3.	6.	3.85	243	05	09	20	28	38	3.	6.	4.46	164	01	03	10	20	66
1.07	STYLE CUT A WOMAN'S HAIRCUT.	4.	8.	3.81	242	09	06	18	29	38	2.	2.	4.55	166	00	01	08	23	66
1.02	PERFORM A DRY HAIRCUT--LONG HAIR (OVER EAR).	5.	13.	3.51	241	10	11	26	24	29	6.	24.	3.16	160	17	13	28	24	19
1.05	PERFORM A HAIRCUT--WET, NON-SHAMPOO.	6.	15.	3.34	234	13	11	27	25	23	5.	18.5	3.41	157	13	10	26	25	26
1.04	PERFORM A DRY HAIRCUT--FLAT TOP.	7.	28.	2.75	236	18	21	39	13	09	8.	43.	2.20	160	39	22	26	08	06
1.09	PERFORM BLACK PERSON'S HAIRCUTS.	8.	44.	1.97	216	52	17	17	10	04	7.	34.	2.66	146	23	18	38	11	10

*MEAN: 1 = VERY LOW 2 = LOW 3 = NO CHANGE 4 = HIGH 5 = VERY HIGH
(For definitions of these ratings, see Appendix C)

35

The need for Style Cutting a Man's Haircut and Performing a Dry Haircut--Taper (above ear) will increase in the next five years. The other items show no change to slight increase. The low ranking of Perform a Black Person's Haircuts is due largely to the geographical factor.

Table 3.31

Ranking of Tasks Performed in the Category (Group) Shaves in Terms of Future Need for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
2.00	SHAVES																		
2.07	PERFORM BEARD DESIGNING-DRY--ELECTRIC CLIPPER.	1.	19.	3.13	228	11	10	47	20	12	1.	16.	3.50	166	02	04	50	28	16
2.08	GIVE NECK SHAVES--RAZOR.	2.	20.	3.07	227	20	10	32	17	21	2.	30.	2.71	148	24	17	35	11	13
2.06	PERFORM BEARD DESIGNING-WET--STRAIGHT RAZOR.	3.	30.	2.59	221	25	19	35	14	07	3.	33.	2.67	150	25	15	36	13	10
2.04	PERFORM RAZOR SHAVES-REPLACEMENT BLADE	4.	41.	2.12	214	46	15	27	07	06	4.	42.	2.32	152	34	24	25	10	07
2.03	PERFORM RAZOR SHAVES-STRAIGHT.	5.	42.	2.00	219	47	20	24	03	05	5.	44.	1.91	140	51	19	21	04	05
2.01	PERFORM A DEPILATORY SHAVE	6.	45.	1.70	210	63	15	15	03	04	6.	45.	1.78	142	56	17	21	04	02

*MEANS: 1 = VERY LOW 2 = LOW 3 = NO CHANGE 4 = HIGH 5 = VERY HIGH

This table indicates that the tasks, Perform Beard Designing--Dry-Electric Clipper, Give Neck Shaves--Razor, and Perform Beard Designing--Wet-Straight Razor, should experience no change with regard to future needs. The task, Perform Razor Shaves-Replacement Blade, should decrease in the future. This also shows a very low ranking in item rank by both groups. Perform Razor Shaves--Straight also is very low. Depilatory shave is ranked last in item rank; however, this may be caused by geographical locations.

Table 3.32

Ranking of Tasks Performed in the Category (Group) Scalp Services in Terms of Future Need for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER PERCENTAGE 1	2	3	4	5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE PERCENTAGE 1	2	3	4	5
3.00	SCALP SERVICES																		
3.01	GIVE SHAMPOOS	1.	7.	3.83	247	05	04	30	25	36	1.	5.	4.47	168	00	01	16	17	65
3.04	GIVE SCALP MASSAGES (HAND OR VIBRATORY)	2.	21.	3.03	224	12	16	42	18	13	2.	25.	3.10	161	10	16	44	16	15
3.02	USE SCALP LOTIONS (TONIC)	3.	25.	2.83	230	20	16	39	14	12	4.	32.	2.68	152	19	25	34	13	09
3.03	GIVE SCALP TREATMENT (HEAT, OIL, ETC.)	4.	31.	2.50	206	34	15	26	16	09	3.	26.	3.03	150	13	14	39	23	10

*MEAN: 1 = VERY LOW 2 = LOW 3 = NO CHANGE 4 = HIGH 5 = VERY HIGH

37

The need with respect to the item shampoos will increase in the next few years. The other services indicated will not change in need. Shampoos ranked high in the items rank column. The other services rated in the lower 50 percent in item rank.

Table 3.33

Ranking of Tasks Performed in the Category (Group) Facials in Terms of Future Need for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
4.00	FACIALS																		
4.03	GIVE A REST FACIAL	1.	32.	2.36	206	33	20	31	08	07	1.	29.	2.73	154	23	16	35	19	07
4.01	GIVE A FACIAL MASK	2.	33.	2.34	205	37	17	28	12	06	2.	31.	2.70	151	25	14	36	19	07
4.06	GIVE A VIBRATORY FACIAL	3.	35.	2.28	201	36	19	31	07	06	6.	38.	2.51	146	30	14	33	19	03
4.08	PERFORM A COMBINATION FACIAL	4.	36.	2.22	197	40	17	31	07	06	3.	35.	2.64	147	27	16	33	16	08
4.02	GIVE A ROLLING CREAM FACIAL	5.	37.	2.20	202	40	18	29	09	04	7.	39.	2.50	151	32	13	35	15	05
4.04	GIVE A REJUVENATING FACIAL	6.	38.	2.19	200	40	19	29	10	04	4.	36.	2.58	150	29	15	31	18	07
4.05	RENDER A CLAY PACK	7.	39.	2.18	204	41	18	28	09	04	5.	37.	2.55	147	30	15	31	19	05
4.07	GIVE A WITCH HAZEL STEAM	8.	40.	2.14	202	40	19	31	06	03	8.	40.	2.41	148	34	14	35	14	04
4.09	GIVE A HIGH FREQUENCY AND DERMAL LAMP TREATMENT	9.	43.	1.98	183	49	17	22	09	03	9.	41.	2.36	141	38	15	27	15	06

*MEAN: 1 = VERY LOW 2 = LOW 3 = NO CHANGE 4 = HIGH 5 = VERY HIGH

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All of the services in this category were ranked low, indicating a decreasing need.

Table 3.34

Ranking of Tasks Performed in the Category (Group) Hair Care in Terms of Future Need for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
5.00	HAIR CARE																		
5.01	DO HAIR CONDITIONING	1.	10.	3.71	223	10	06	22	27	35	1.	8.	4.28	164	02	03	14	25	55
5.02	DO HAIR RECONDITIONING	2.	11.5	3.52	216	15	07	19	25	32	2.	14.	4.09	162	06	03	14	29	48
5.03	GIVE HOT OIL TREATMENTS	3.	34.	2.31	183	39	16	29	07	09	3.	28.	2.86	140	26	07	36	19	13

*MEANS: 1 = VERY LOW 2 = LOW 3 = NO CHANGE 4 = HIGH 5 = VERY HIGH

Hair conditioning and hair reconditioning are ranked relatively high, indicating the need will increase.

Hot oil treatments show no change is needed or that the future need might show a light decrease.

Table 3.35

Ranking of Tasks Performed in the Category (Group) Special Hair Services in Terms of Future Need for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
6.00	SPECIAL HAIR SERVICES																		
6.07	DO AIR WAVING (BLOW DRYER)	1.	4.	4.02	232	09	03	14	24	50	1.	3.5	4.53	161	02	01	06	20	70
6.01	DO PERM WAVING (CHEMICAL)	2.	14.	3.35	216	19	11	16	23	31	2.	9.	4.24	163	04	03	11	30	52
6.04	DO HAIR COLORING	3.	16.	3.29	217	15	13	24	24	24	4.	13.	3.80	157	06	04	22	36	31
6.09	DO HAIR ANALYSIS	4.	17.	3.25	206	23	08	18	22	29	5.	15.	3.69	142	14	02	14	40	30
6.06	DO IRON CURLING TECHNIQUES	5.	18.	3.19	216	21	11	21	23	24	3.	12.	3.88	157	08	05	15	37	36
6.02	DO HAIR RELAXING	6.	22.5	2.95	211	23	17	21	20	19	6.	21.	3.27	154	14	08	35	25	19
6.03	DO HAIR STRAIGHTENING	7.	24.	2.86	209	26	17	22	17	19	8.	23.	3.18	154	14	10	37	23	16
6.08	DO HAIR SETTING (ROLLER PLACEMENT)	8.	26.	2.82	204	31	09	24	19	17	9.	27.	2.93	149	23	14	26	20	17
6.05	DO HAIR BLEACHING	9.	29.	2.71	202	31	15	22	16	16	7.	22.	3.25	147	19	05	28	27	21

*MEAN: 1 = VERY LOW 2 = LOW 3 = NO CHANGE 4 = HIGH 5 = VERY HIGH

Air waving (blow dryer), perm waving, and hair coloring are ranked high by both groups. The indications are the need for these tasks in the future will increase. Hair analysis and iron curling were ranked in the top 20 in item rank by both employers and employees. The mean shows no change to a slight increase in need is anticipated for these items. The table reveals that the remaining services will experience very little change. The item rank for these tasks is in the lower 50 percent.

Table 3.36

Ranking of Tasks Performed in the Category (Group) Hair Replacement in Terms of Future Need for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER %1	EMPLOYER %2	EMPLOYER %3	EMPLOYER %4	EMPLOYER %5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE %1	EMPLOYEE %2	EMPLOYEE %3	EMPLOYEE %4	EMPLOYEE %5
7.00	HAIR REPLACMENT																		
7.01	DO HAIR PIECES	1.	11.5	3.52	214	12	10	19	33	27	1.	14.	3.79	147	12	05	12	36	35
7.02	DO HAIR REPLACEMENT ATTACHMENTS	2.	22.5	2.95	187	25	14	21	21	19	2.	18.5	3.41	133	15	06	27	27	25
7.03	DO HAIR REPLACEMENT REPAIR SERVICE	3.	27.	2.79	186	30	15	18	21	16	3.	20.	3.31	131	18	06	25	27	24

*MEAN: 1 = VERY LOW 2 = LOW 3 = NO CHANGE 4 = HIGH 5 = VERY HIGH

The item, Do Hair Pieces, was rated high in item rank. This would show an increase in need for the future. Hair replacement attachments and replacement repair service were low in item rank and the need would only increase very little in the next five years.

Table 3.37

Ranking of Tasks Performed in the Category (Group) Sales Techniques in Terms of Future Need for Entry Level Barbers

ITEM NO.	TASK DESCRIPTION	EMPLOYER GROUP RANK	EMPLOYER ITEM RANK	EMPLOYER MEAN*	EMPLOYER NO RESP	EMPLOYER PERCENTAGE 1	2	3	4	5	EMPLOYEE GROUP RANK	EMPLOYEE ITEM RANK	EMPLOYEE MEAN*	EMPLOYEE NO RESP	EMPLOYEE PERCENTAGE 1	2	3	4	5
8.00	SALES TECHNIQUES																		
8.02	KNOW PRODUCT KNOWLEDGE	1.	1.	4.21	237	02	03	20	22	53	1.	3.5	4.53	163	02	00	09	21	68
8.01	DO PRODUCT SALES	2.	3.	4.15	241	03	03	22	21	51	2.	7.	4.45	162	02	02	08	23	64
8.03	USE COMMUNICATIONS (VISUAL AIDS)	3.	9.	3.73	210	10	05	25	20	40	3.	10.	4.11	151	05	02	19	24	50

*MEAN: 1 = VERY LOW 2 = LOW 3 = NO CHANGE 4 = HIGH 5 = VERY HIGH

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All items are ranked high indicating that there will be an increase in the future need for these tasks.

Table 3.38

Deletions and Expansion in Full-Time Program Syllabus

Currently Included		Proposed	Diff.
36	Instruments and Tools	20	- 16
600	Basic Hair Cutting	900	+ 300
150	Shaving	25	- 125
90	Scalp Services	100	+ 10
75	Facial Treatments	18	- 57
18	Sanitation and Hygiene	36	+ 18
18	Bacteriology	18	---
18	Hair Coloring	36	+ 18
---	Perming	100	+ 100
10	History of Barbering	10	---
18	Apprenticeship Procedure	18	---
36	Salesmanship and Advertising	50	+ 14
---	Public and Human Relations	30	+ 30
---	Cosmetic Chemistry	36	+ 36
---	Anatomy	18	+ 18
---	Physiology	18	+ 18
---	Histology of Hair and Skin	36	+ 36
TOTAL 1,069		1,469	+ 400

After reviewing the results of the findings in this chapter, the individuals listed in the acknowledgments concluded that the topics indicated in this table should be altered as indicated.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings as delineated in Chapter III, the study points to the following conclusions:

1. Haircuts. All haircutting should be retained, with more emphasis on style cutting (men and women) and less emphasis on flat top cutting.
2. Shaves. Beard designing and neck shaving, with an injector razor, should be retained. Full face shaving should be deleted.
3. Scalp Services. Shampooing, scalp massage, and scalp lotions should be retained. Scalp treatments should be deleted and additional emphasis should be placed on shampooing.
4. Facials. The need to include tasks in this category is very limited.
5. Hair Care. Reconditioning and conditioning should receive a greater emphasis, while there is little need to include hot oil treatments.
6. Special Hair Services. Proficiency in this area for job entry is very important.
7. Hair Replacement. Proficiency in tasks in this area for entry-level is not needed.

8. Sales Techniques. Additional emphasis needs to be placed on this area for entry-level employment.

Recommendations

The findings contained in Chapter III and the conclusions listed above led the authors of this study to make the following recommendations.

1. The subjects (Anatomy, Physiology, Histology of Hair and Skin and Cosmetic Chemistry) presently included in the recommended syllabus in the apprentice program should be removed and incorporated into the full-time school program.
2. A total of 1,459 hours of instruction be devoted to the teaching of this partially deleted, revised and expanded syllabus.
3. An additional amount of time, up to 200 hours, could be utilized by the Technical College for courses which it feels are needed by the students.
4. The revised curriculum should reduce most facials (except rest facial and packs) and reduce face shaves. Beard designing and neck shaves are to be retained in the full-time program.
5. The apprenticeship program should be adjusted to compensate for any changes in the full-time program as a result of this study.

CHAPTER V

RESULTS OF BARBERS' EXAMINING BOARD QUESTIONNAIRE

As indicated in Chapter II, a questionnaire prepared by Mr. William Nyenhuis on behalf of the Barbers' Examining Board was incorporated as a part of this study. This questionnaire provided the opportunity for the respondents to indicate a preference as to whether or not various tasks should be included on the examination and the type of test which should be given. In addition, it included questions aimed at determining the various levels at which practical examinations would be appropriate.

Table 5.01 shows the tabulated results for all respondents in percent. Tables 5.02 and 5.03 show the tabulated results in percent for subgroups of respondents. Table 5.02 compares these results for employers and employees. Table 5.03 gives a comparison between single and multi-chair shops. These tables also reveal the number of respondents in each category.

Table 5.01

Tabulation of Barbers' Examining Board Questionnaire
All Respondents - In Percent

BARBERS EXAMINING BOARD QUESTIONNAIRE

Please check only one box on each line to indicate your recommendation on what the future Practical Master Barber Exam should be composed of.

	Practical %	Written %	Both %	None %
1. Haircut Styles:				
a. Taper Style Haircut - with clipper on the neck and outline around the ears	60	4	29	7
b. Modern Style Haircut - with hair over the ear and cut wet	63	2	31	4
c. Applicant to have choice of either style		Yes 53	No 47	
2. Shave (with blade)	53	6	11	30
3. Shampoo	79	3	16	2
4. Chemical Wave (perm)	38	18	25	19
5. Finger Wave	27	16	10	47
6. Coloring	31	29	21	19
7. Facial (rest)	46	16	17	21
8. Scalp Massage (hand)	61	8	17	14
9. Curling Iron	49	13	13	25
10. Hair Pieces and Wigs	23	31	17	29
11. Make Up	17	17	12	54
12. Honing and Stroping	12	9	8	41

Should the state board give a practical examination to determine if a person is qualified to graduate from barber school? Yes 81 No 19

Should a practical examination be given at the end of the apprenticeship instead of at the end of the first journeyman year? Yes 57 No 43

Should the practical examination remain at the end of the first journeyman year as it is now? Yes 62 No 38

Table 5.02

Barbers' Examining Board Questionnaire Results
In Percent By Employer and Employee

ITEM NO.	DESCRIPTION	EMPLOYER RESP	EMPLOYER PR YES	EMPLOYER WR YES	EMPLOYER BO YES	EMPLOYER NO	EMPLOYEE RESP	EMPLOYEE PR YES	EMPLOYEE WR YES	EMPLOYEE BO YES	EMPLOYEE NO
9.01	TAPER STYLE HAIRCUT-CLIP NECK-OUTLINE EARS .	273	60	01	36	02	155	59	09	17	14
9.02	MODERN STYLE HAIRCUT-HAIR OVER EAR & CUT WET	262	60	01	37	03	159	69	03	23	04
9.03	APPLICANT TO HAVE CHOICE OF EITHER STYLE . .	262	47	53			165	65	35		
9.04	SHAVE (WITH BLADE)	276	58	04	12	26	168	43	12	07	38
9.05	SHAMPOO	281	78	02	18	02	166	80	04	14	02
9.06	CHEMICAL WAVE (PERM)	266	35	18	25	21	166	43	19	24	14
9.07	FINGER WAVE	262	31	19	13	37	163	17	14	05	64
9.08	COLORING	262	32	26	23	19	166	29	34	16	20
9.09	FACIAL (REST)	270	48	13	18	21	168	42	23	13	21
9.10	SCALP MASSAGE (HAND)	272	64	05	19	12	169	54	15	13	18
9.11	CURLING IRON	265	46	15	15	24	164	56	10	08	26
9.12	HAIR PIECES AND WIGS	265	28	26	21	26	166	14	40	11	36
9.13	MAKE UP	258	17	18	15	50	167	16	15	07	62
9.14	HONING AND STROPING	277	51	07	12	30	168	24	09	05	63
9.15	EXAMINATION-GRADUATE FROM BARBER SCHOOL . .	287	82	18			167	78	22		
9.16	EXAMINATION-END APPRENTICESHIP-INSTEAD JOUR.	285	56	44			165	59	41		
9.17	PRACTICAL EXAM-REMAIN 1ST JOURNEYMAN YEAR .	280	70	30			165	51	49		

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Table 5.03

Barbers' Examining Board Questionnaire Results
In Percent By Single and Multi-Chair Shops

ITEM NO.	DESCRIPTION	--- ONE BARBER -- RESP	PR YES	WR NO	BO	NO	2 OR MORE BARBERS RESP	PR YES	WR NO	BO	NO
9.01	TAPER STYLE HAIRCUT-CLIP NECK-OUTLINE EARS .	174	61	01	36	02	254	59	06	25	10
9.02	MODERN STYLE HAIRCUT-HAIR OVER EAR & CUT WET	164	60	01	35	04	257	65	02	30	04
9.03	APPLICANT TO HAVE CHOICE OF EITHER STYLE . .	168	47	53			259	59	41		
9.04	SHAVE (WITH BLADE)	175	57	05	13	25	269	49	09	09	33
9.05	SHAMPOO	177	76	03	18	03	270	80	03	16	01
9.06	CHEMICAL WAVE (PERM)	164	31	21	21	26	268	43	17	26	14
9.07	FINGER WAVE	163	31	20	13	36	262	23	16	08	54
9.08	COLORING	164	32	30	19	18	264	30	28	22	20
9.09	FACIAL (REST)	170	51	14	16	19	268	43	19	16	22
9.10	SCALP MASSAGE (HAND)	172	67	05	17	10	269	56	11	17	16
9.11	CURLING IRON	164	42	17	13	28	265	55	11	12	23
9.12	HAIR PIECES AND WIGS	164	32	25	19	24	267	16	35	16	33
9.13	MAKE UP	161	19	20	15	46	264	13	15	10	60
9.14	HONING AND STROPING	174	58	06	13	24	271	30	09	07	54
9.15	EXAMINATION-GRADUATE FROM BARBER SCHOOL . .	184	82	18			270	79	21		
9.16	EXAMINATION-END APPRENTICESHIP-INSTEAD JOUR.	182	58	42			268	57	43		
9.17	PRACTICAL EXAM-REMAIN 1ST JOURNEYMAN YEAR .	180	73	27			265	56	44		

Conclusions of Barbers Examining Board Exam Survey

The survey indicates that 8[illegible]ercent of those surveyed feel a practical examination should be given to barber school graduates prior to receiving credit toward placement under the apprenticeship program.

On the question of the practical examination at the end of the apprenticeship about 58 percent felt it to be necessary.

Employers felt at a 70 percent ratio that a practical examination is to be given to become a master barber. This is the procedure currently employed and given at the end of the journeyman year. The employees supported this idea at a 51 percent ratio.

In a practical examination, 60 percent felt a taper haircut should be included and about 63 percent felt a haircut without a taper should be included. About 29 percent felt that both a taper and a styling haircut should be given. The employers felt, at a 47 percent ratio, and the employees at a 65 percent ratio that the applicant should have a choice as to what haircut they give at the practical examination. This is an overall average of about 56 percent.

The survey showed that a practical examination is to be given in haircutting, shaving, shampooing, chemical waving, facials, coloring, hand massage of the scalp, and curling iron. The only service not to be examined according to the survey was make-up, with 54 percent indicating no examination should be given.

In the chemical wave question, 39 percent want a practical exam, 18 percent want a written exam, and 25 percent stated that a practical and written exam should be given. Eighteen percent said no exam on this service.

The strongest support for a written examination was in hair pieces and wigs at a 32 percent ratio. Things to be considered in giving a practical examination must be the services which receive the highest percentage of future needs. If the service has a high degree of need for the future, it is also the responsibility of the barber board to examine a person in that service. Therefore, the future examinations will be made up of a combination of what the applicants for the survey felt in the questions on examinations and also on what is important for future services.

APPENDIX A

DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE

AN AFFIRMATIVE ACTION EMPLOYER AND EDUCATIONAL INSTITUTION

620 WEST CLAIREMONT AVENUE
EAU CLAIRE, WISCONSIN 54701

November 11, 1976

Mr. Roland Krogstad
Vocational Education Consultant
Wisconsin Board of VTAE
4802 Sheboygan Avenue (7th Floor)
Madison, WI 53702

Dear Rollie:

This is in response to your memorandum of October 28 regarding the performance level consortium. Staff members here at District One who have had an opportunity to review several of the V-TECS studies are in complete agreement that to pursue performance level studies in those areas already done by V-TECS would be redundant.

With this in mind, it is the wish of District One that rather than pursue a study in the area of welding as we had previously indicated our preference now is to do such a study in the area of barbering. As you may know, the Wisconsin Barbers Association has expressed some concerns about the relevancy of the curriculum being offered in the barbering schools in Wisconsin. A meeting has been scheduled for Sunday, November 14, in Madison to deal with this problem. Mr. Russell Mandy, Trade and Industrial Associate Supervisor, will represent District One at this meeting. He is prepared to offer the services of this district in conducting an in-depth study of competencies aimed at determining performance entry level in barbering.

Mr. Richard Swerman, barbering instructor, is very much interested in assuming the role of principal investigator in such a study. Perhaps Mr. Samuel Munson should be apprised of the district's desire to conduct this study since he is probably rather close to the problem which has been posed by the Wisconsin Barbers Association.

Unless there would be some reason for not doing so, please list barbering as the program area in which District One would do its portion of the consortium project. Also feel free to call me in the event that you have any further questions.

Sincerely,

Wayne R. Atkins
Assistant Director for
Research and Planning

sb

cc: Daniel Wagner
William Boyle
Robert Birchler
Richard Swerman

APPENDIX B

DISTRICT ONE TECHNICAL INSTITUTE-EAU CLAIRE
2/15/77

HAIRCUTS

1. Haircut - Dry
    a. Long Hair (over ear)
    b. Taper (above ear)
    c. Flat Top
2. Haircut - Wet, Non-Shampoo
3. Haircut - Wet, Shampoo
4. Women's Haircut
5. Men's Haircut
6. Black person's Haircut

SHAVES

1. Depilatory
2. Razor
    a. Straight
    b. Injector
3. Beard Designing
    a. Wet
    b. Dry
4. Neck Shaving - Razor

SCALP SERVICES

1. Shampoo
2. Lotions (Tonics)
3. Treatments (Hot Oil, etc.)
4. Massages (Hand or Vibratory)

FACIAL SERVICES

Facials

1. Mask
2. Rolling Creme
3. Rest
4. Rejuvinating
5. Clay Pack
6. Vibratory
7. Witch Hazel Steam
8. Combination
9. High Frequency and Dermo Lamp

Add Shaves

HAIR CARE

1. Hair Conditioning
2. Hair Reconditioning
3. Hot Oil

SPECIAL HAIR SERVICES

1. Perm Waving (chemical)
2. Hair Relaxing
3. Hair Straightening
4. Hair Coloring
5. Hair Bleaching
6. Iron Curling Techniques
7. Air Waving
8. Hair Set (Roller Placement)
9. Hair Analysis

HAIR REPLACEMENT

1. Hair Pieces
2. Hair Replacement Attachments

MAKE-UP

SALES TECHNIQUES

1. Is sales an important part of your business?
2. Product Knowledge
3. Communication (Visual aids used with this area)

APPENDIX C

SURVEY INSTRUMENT

April, 1977

ENTRY LEVEL BARBER TASK INVENTORY

DEFINITIONS FOR SURVEY RATINGS

Frequency

1=Never..... Not performed in shop.
2=< Weekly. Performed less than (<) weekly, bi-weekly, quarterly, etc.
3=1-3/Week.. Performed between one and three times each week.
4=4-7/Week.. Performed four to seven times per week.
5=8+ /Week.. Performed eight or more times per week.

Performance

1=Very Low.. Merely assists others in performing task.
2=Low..... Performs task satisfactorily with constant supervision and some assistance.
3=Average... Performs this task satisfactorily with limited supervision.
4=High..... Performs this task satisfactorily without assistance or supervision.
5=Very High. Performs this task satisfactorily without assistance or supervision, and can lead others in performing this task.

Importance

1=Slight.... Mastery of this task is only slightly important for entry-level employment.
2=Some..... Mastery of this task is of some importance for entry-level employment.
3=Important. Mastery of this task is important for entry-level employment.
4=Very..... Mastery of this task is very important for entry-level employment.
5=Critical.. Mastery of this task is critical for entry-level employment.

Future Need

1=Very Low.. Need for task will decrease greatly during the next five years.
2=Low..... Need for task will decrease during the next five years.
3=No Change. Need for task will remain the same for the next five years.
4=High..... Need for task will increase during the next five years.
5=Very High. Need for task will increase greatly during the next five years.

Please Check One:

1. License level: Apprentice _____ Journeyman _____
   Master _____ Shop manager _____

2. Employee _____ Employer _____

3. Name _____

   Title _____

   What current license do you hold: Cosmetology_____ Barber_____ Other_____

4. Number of barbers employed in your shop: _____

5. How many years of experience as a barber have you had? _____

6. Have you attended a "hands-on" seminar during the past year?
   Yes _____ No _____

7. What is the average age of the customers that you serve? _____

April, 1977

ENTRY LEVEL BARBER TASK INVENTORY

DIRECTIONS: Carefully read each task statement and respond as it would relate to any student who has graduated from a one-year barbering program and who is entering the barber profession where you work. In making this response, if the task is not performed by entry-level barbers circle a "1" (Never) under the FREQUENCY column and proceed to column (D) FUTURE NEED. If the task is performed by entry-level barbers, please complete all four columns.

	At the end of each group, list and rate any other tasks which are performed.	A FREQUENCY 1=Never 2= < Weekly 3=1-3/Week 4=4-7/Week 5=8+ /Week	B PERFORMANCE 1=Very Low 2=Low 3=Average 4=High 5=Very High	C IMPORTANCE 1=Slight 2=Some 3=Important 4=Very 5=Critical	D FUTURE NEED 1=Very Low 2=Low 3=No Change 4=High 5=Very High
1.00	HAIRCUTS				
1.01	Haircuts--dry				
1.02	A. Perform a dry haircut--long hair (over ear).	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1.03	B. Perform a dry haircut--taper (above ear)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1.04	C. Perform a dry haircut--flat top.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1.05	Perform a haircut--wet, non-shampoo.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1.06	Perform a haircut--wet, shampooed.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1.07	Style cut a woman's haircut.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1.08	Style cut a man's haircut.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1.09	Perform black person's haircuts.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1.10	Other_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.00	SHAVES				
2.01	Perform a depilatory shave	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.02	Perform razor shaves				
2.03	A. Straight	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.04	B. Replacement blade.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

ENTRY LEVEL BARBER TASK INVENTORY		FREQUENCY 1=Never 2=< Weekly 3=1-3/Week 4=4-7/Week 5=8+ /Week	PERFORMANCE 1=Very Low 2=Low 3=Average 4=High 5=Very High	IMPORTANCE 1=Slight 2=Some 3=Important 4=Very 5=Critical	FUTURE NEED 1=Very Low 2=Low 3=No Change 4=High 5=Very High
2.00	SHAVES (continued)				
2.05	Perform beard designing				
2.06	A. Wet--straight razor.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.07	B. Dry--electric clipper.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.08	Give neck shaves--razor.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.09	Other_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.00	SCALP SERVICES				
3.01	Give shampoos.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.02	Use scalp lotions (tonic).	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.03	Give scalp treatment (heat, oil, etc.)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.04	Give scalp massages (hand or vibratory).	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.05	Other_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.00	FACIALS				
4.01	Give a facial mask	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.02	Give a rolling cream facial.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.03	Give a rest facial	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.04	Give a rejuvenating facial	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.05	Render a clay pack	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.06	Give a vibratory facial.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.07	Give a witch hazel steam	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

ENTRY LEVEL BARBER TASK INVENTORY		FREQUENCY 1=Never 2= < Weekly 3=1-3/Week 4=4-7/Week 5=8+ /Week	PERFORMANCE 1=Very Low 2=Low 3=Average 4=High 5=Very High	IMPORTANCE 1=Slight 2=Some 3=Important 4=Very 5=Critical	FUTURE NEED 1=Very Low 2=Low 3=No Change 4=High 5=Very High
4.00	FACIALS (continued)				
4.08	Perform a combination facial	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.09	Give a high frequency and dermal lamp treatment.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.10	Other_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.00	HAIR CARE				
5.01	Do hair conditioning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.02	Do hair reconditioning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.03	Give hot oil treatments.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.04	Other_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.00	SPECIAL HAIR SERVICES				
6.01	Do perm waving (chemical).	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.02	Do hair relaxing	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.03	Do hair straightening.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.04	Do hair coloring	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.05	Do hair bleaching.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.06	Do iron curling techniques	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.07	Do air waving (blow dryer)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.08	Do hair setting (roller placement)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

ENTRY LEVEL BARBER TASK INVENTORY

		FREQUENCY 1=Never 2= < Weekly 3=1-3/Week 4=4-7/Week 5=8+ /Week	PERFORMANCE 1=Very Low 2=Low 3=Average 4=High 5=Very High	IMPORTANCE 1=Slight 2=Some 3=Important 4=Very 5=Critical	FUTURE NEED 1=Very Low 2=Low 3=No Change 4=High 5=Very High
6.00	SPECIAL HAIR SERVICES (continued)				
6.09	Do hair analysis	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.10	Other_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.00	HAIR REPLACEMENT				
7.01	Do hair pieces	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.02	Do hair replacement attachments.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.03	Do hair replacement repair service	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.04	Other_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.00	SALES TECHNIQUES				
8.01	Do product sales	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.02	Know product knowledge	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.03	Use communications (visual aids)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.04	Other_____	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

jf/W/10-13

BARBERS EXAMINING BOARD QUESTIONNAIRE

Please check only one box on each line to indicate your recommendation on what the future Practical Master Barber Exam should be composed of.

	Practical	Written	Both	None
1. Haircut Styles:				
a. Taper Style Haircut - with clipper on the neck and outline around the ears	☐	☐	☐	☐
b. Modern Style Haircut - with hair over the ear and cut wet	☐	☐	☐	☐
c. Applicant to have choice of either style		Yes___ No___		
2. Shave (with blade)	☐	☐	☐	☐
3. Shampoo	☐	☐	☐	☐
4. Chemical Wave (perm)	☐	☐	☐	☐
5. Finger Wave	☐	☐	☐	☐
6. Coloring	☐	☐	☐	☐
7. Facial (rest)	☐	☐	☐	☐
8. Scalp Massage (hand)	☐	☐	☐	☐
9. Curling Iron	☐	☐	☐	☐
10. Hair Pieces and Wigs	☐	☐	☐	☐
11. Make Up	☐	☐	☐	☐
12. Honing and Stroping	☐	☐	☐	☐

Should the state board give a practical examination to determine if a person is qualified to graduate from barber school? Yes___ No___

Should a practical examination be given at the end of the apprenticeship instead of at the end of the first journeyman year? Yes___ No___

Should the practical examination remain at the end of the first journeyman year as it is now? Yes___ No___

APPENDIX D

State of Wisconsin \ BOARD OF VOCATIONAL, TECHNICAL & ADULT EDUCATION

EUGENE LEHRMANN
State Director
4802 Sheboygan Avenue 7th Floor
MADISON, WISCONSIN 53702

April 7, 1977

Dear Colleague:

At the request of the State Barbers Apprentice Association, the State Barbers Examining Board, and the Vocational, Technical and Adult Education system, District One Technical Institute-Eau Claire is conducting a survey aimed at establishing the skills needed by individuals entering employment in the barber profession. We are asking that you respond to the attached questionnaire in the light of customer needs as you perceive them. The results of this survey will be used to determine needed revisions in the curriculum used in the barbering programs currently being offered in the Vocational, Technical and Adult Education system and the Green Bay Reformatory in Wisconsin.

The questionnaire itself was designed jointly by representatives from the barber industry, the Barbers Association, and instructors in the barbering programs in the VTAE system and the Green Bay Reformatory. The last page of the survey has been prepared by the Barbers Examining Board in an effort to determine what practical services should be included in the Master Barber Exam and if that exam should be practical, written, or both. The results of this section will be tabulated and forwarded to the Barbers Examining Board for their use. The results will be compiled by Mr. Richard Swerman, barbering instructor at District One Technical Institute. The resulting report, including conclusions and recommendations, will be circulated following approval by the above-mentioned representatives.

Please read the definitions for the survey ratings (next page) before answering the survey. Return the completed questionnaire in the enclosed self-addressed envelope by Friday, April 29, 1977.

Cordially,

Eugene Lehrmann
State Director
VTAE System

William Nyenhuis
Executive Secretary
Barbers Examining Board

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Enclosures

APPENDIX E

OTHER: COMMENTS

1:00 Haircuts

Children's Haircuts - 13
Perms and Color - 9
Spanish
Mexican - 2
Indians
Combination Cut
Wedge-Women Fad Haircuts - 2
Clipper Type Haircuts
Permanent Relaxers
Razor Cut (Shaping) Hair - 6
More Hours on Tape and Blending
Trim Nose-Eyes-Ears-Eyebrows - 2
Cut and Blow Dry - 2

2:00 Shaves

Neck Shave T-Clipper Edge - 7
Clipper
Beard (Mustache) Shaping & Trimming with Clipper - 3
Replacement Blade
Use Outliner - 3
Electric Clipper - 2
Sideburns Trimmed & Leveled
Straight Razor

3:00 Scalp Services

Hair Condition with Protein
Detection of Sores & Treatment - 2
Conditioners Treatment
Recondition Hair - 2
Capio Treatments - 2

4:00 Facials

5:00 Hair Care

Moisture Cream
Capilo - 4

6:00 Special Hair Services

Hair Analysis Visually
Spot Relaxing (Cowlicks) Perming
Design Consultation Service
Shampoo & Style Without Cut
Henna

7:00 Hair Replacement

Cleaning
Perm-Tint-Clean-Style
Restyling

8:00 Sales Techniques

Personal Communication (Visual-Vocal-Etc.)
Microscopes-Books
Personality & B. Ser.
Truthful & Honest
Programming Customers to Ask About Their Hair Care Needs
Management
Customer Relations

APPENDIX F

COMPLETE ITEM RANK BY EMPLOYER AND EMPLOYEE FOR FREQUENCY

ITEM NO.	TASK DESCRIPTION	EMP-R RANK	EMP-E RANK
1.03	PERFORM A DRY HAIRCUT--TAPER (ABOVE EAR)	1.	7.
1.08	STYLE CUT A MAN'S HAIRCUT	2.	1.
1.02	PERFORM A DRY HAIRCUT--LONG HAIR (OVER EAR)	3.	10.
8.02	KNOW PRODUCT KNOWLEDGE	4.	5.5
8.01	DO PRODUCT SALES	5.	4.
6.07	DO AIR WAVING (BLOW DRYER)	6.	2.
3.01	GIVE SHAMPOOS	7.	3.
2.08	GIVE NECK SHAVES--RAZOR	8.	14.
1.06	PERFORM A HAIRCUT--WET, SHAMPOOED	9.	5.5
1.05	PERFORM A HAIRCUT--WET, NON-SHAMPOO	10.	11.
1.07	STYLE CUT A WOMAN'S HAIRCUT	11.	9.
1.04	PERFORM A DRY HAIRCUT--FLAT TOP	12.	21.
5.01	DO HAIR CONDITIONING	13.	8.
8.03	USE COMMUNICATIONS (VISUAL AIDS)	14.	12.
2.07	PERFORM BEARD DESIGNING-DRY--ELECTRIC CLIPPER	15.	13.
3.04	GIVE SCALP MASSAGES (HAND OR VIBRATORY)	16.	18.
5.02	DO HAIR RECONDITIONING	17.	16.
3.02	USE SCALP LOTIONS (TONIC)	18.	20.
6.06	DO IRON CURLING TECHNIQUES	19.	15.
6.01	DO PERM WAVING (CHEMICAL)	20.	17.
2.06	PERFORM BEARD DESIGNING-WET--STRAIGHT RAZOR	21.	25.
6.09	DO HAIR ANALYSIS	22.	19.
6.04	DO HAIR COLORING	23.5	22.
7.01	DO HAIR PIECES	23.5	31.5
2.04	PERFORM RAZOR SHAVES-REPLACEMENT BLADE	25.	23.5
2.03	PERFORM RAZOR SHAVES-STRAIGHT	26.	34.
3.03	GIVE SCALP TREATMENT (HEAT, OIL, ETC.)	27.	23.5
6.02	DO HAIR RELAXING	28.	26.
6.03	DO HAIR STRAIGHTENING	29.	27.
6.08	DO HAIR SETTING (ROLLER PLACEMENT)	30.	28.
4.03	GIVE A REST FACIAL	31.	31.5
4.01	GIVE A FACIAL MASK	32.5	35.5
4.07	GIVE A WITCH HAZEL STEAM	32.5	37.
4.06	GIVE A VIBRATORY FACIAL	34.	42.
2.01	PERFORM A DEPILATORY SHAVE	35.5	44.
7.02	DO HAIR REPLACEMENT ATTACHMENTS	35.5	41.
4.05	RENDER A CLAY PACK	38.	38.5
4.08	PERFORM A COMBINATION FACIAL	38.	40.
7.03	DO HAIR REPLACEMENT REPAIR SERVICE	38.	43.
4.02	GIVE A ROLLING CREAM FACIAL	40.	38.5
1.09	PERFORM BLACK PERSON'S HAIRCUTS	41.	29.
5.03	GIVE HOT OIL TREATMENTS	42.	33.
6.05	DO HAIR BLEACHING	43.	30.
4.04	GIVE A REJUVENATING FACIAL	44.	35.5
4.09	GIVE A HIGH FREQUENCY AND DERMAL LAMP TREATMENT	45.	45.

COMPLETE ITEM RANK BY EMPLOYER AND EMPLOYEE FOR PERFORMANCE

ITEM NO.	TASK DESCRIPTION	EMP-R RANK	EMP-E RANK
1.08	STYLE CUT A MAN'S HAIRCUT.	1.	2.
6.07	DO AIR WAVING (BLOW DRYER)	2.	3.5
1.03	PERFORM A DRY HAIRCUT--TAPER (ABOVE EAR)	3.	13.
8.02	KNOW PRODUCT KNOWLEDGE	4.	9.5
3.01	GIVE SHAMPOOS.	5.	1.
1.06	PERFORM A HAIRCUT--WET, SHAMPOOED.	6.	3.5
1.02	PERFORM A DRY HAIRCUT--LONG HAIR (OVER EAR).	7.	9.5
8.01	DO PRODUCT SALES	8.	11.
2.08	GIVE NECK SHAVES--RAZOR.	9.	17.
1.05	PERFORM A HAIRCUT--WET, NON-SHAMPOO.	10.	8.
5.01	DO HAIR CONDITIONING	11.	5.
1.07	STYLE CUT A WOMAN'S HAIRCUT.	12.	7.
8.03	USE COMMUNICATIONS (VISUAL AIDS)	13.	14.
5.02	DO HAIR RECONDITIONING	14.	6.
2.07	PERFORM BEARD DESIGNING-DRY--ELECTRIC CLIPPER.	15.	15.5
3.04	GIVE SCALP MASSAGES (HAND OR VIBRATORY).	16.	18.
1.04	PERFORM A DRY HAIRCUT--FLAT TOP.	17.	39.
6.06	DO IRON CURLING TECHNIQUES	18.	15.5
3.02	USE SCALP LOTIONS (TONIC).	19.	20.
6.01	DO PERM WAVING (CHEMICAL).	20.	12.
6.04	DO HAIR COLORING	21.5	19.
7.01	DO HAIR PIECES	21.5	41.
6.02	DO HAIR RELAXING	23.	29.5
2.06	PERFORM BEARD DESIGNING-WET--STRAIGHT RAZOR.	24.5	31.5
6.03	DO HAIR STRAIGHTENING.	24.5	33.
6.09	DO HAIR ANALYSIS	26.	21.5
2.03	PERFORM RAZOR SHAVES-STRAIGHT.	27.5	40.
6.08	DO HAIR SETTING (ROLLER PLACEMENT)	27.5	36.
4.03	GIVE A REST FACIAL	29.	24.
3.03	GIVE SCALP TREATMENT (HEAT, OIL, ETC.)	30.	23.
2.04	PERFORM RAZOR SHAVES-REPLACEMENT BLADE	31.5	25.
7.02	DO HAIR REPLACEMENT ATTACHMENTS.	31.5	44.
4.06	GIVE A VIBRATORY FACIAL.	33.	34.5
5.03	GIVE HOT OIL TREATMENTS.	34.	21.5
6.05	DO HAIR BLEACHING.	35.	27.5
4.07	GIVE A WITCH HAZEL STEAM	36.	34.5
4.01	GIVE A FACIAL MASK	37.	26.
7.03	DO HAIR REPLACEMENT REPAIR SERVICE	38.	45.
4.05	RENDER A CLAY PACK	39.	27.5
4.02	GIVE A ROLLING CREAM FACIAL.	40.	37.
4.08	PERFORM A COMBINATION FACIAL	41.	31.5
4.04	GIVE A REJUVENATING FACIAL	42.	29.5
1.09	PERFORM BLACK PERSON'S HAIRCUTS.	43.	38.
2.01	PERFORM A DEPILATORY SHAVE	44.	43.
4.09	GIVE A HIGH FREQUENCY AND DERMAL LAMP TREATMENT.	45.	42.

COMPLETE ITEM RANK BY EMPLOYER AND EMPLOYEE FOR IMPORTANCE

ITEM NO.	TASK DESCRIPTION	EMP-R RANK	EMP-E RANK
1.08	STYLE CUT A MAN'S HAIRCUT.	1.	1.
8.02	KNOW PRODUCT KNOWLEDGE	2.	4.
1.03	PERFORM A DRY HAIRCUT--TAPER (ABOVE EAR)	3.5	12.5
6.07	DO AIR WAVING (BLOW DRYER)	3.5	2.
8.01	DO PRODUCT SALES	5.	7.
1.06	PERFORM A HAIRCUT--WET, SHAMPOOED.	6.	3.
1.02	PERFORM A DRY HAIRCUT--LONG HAIR (OVER EAR).	7.5	16.
3.01	GIVE SHAMPOOS.	7.5	5.
1.07	STYLE CUT A WOMAN'S HAIRCUT.	9.	6.
8.03	USE COMMUNICATIONS (VISUAL AIDS)	10.	11.
5.01	DO HAIR CONDITIONING	11.	8.
5.02	DO HAIR RECONDITIONING	12.	10.
1.05	PERFORM A HAIRCUT--WET, NON-SHAMPOO.	13.	17.
2.08	GIVE NECK SHAVES--RAZOR.	14.	27.
6.01	DO PERM WAVING (CHEMICAL).	15.	9.
7.01	DO HAIR PIECES	16.	18.5
6.06	DO IRON CURLING TECHNIQUES	17.	12.5
6.04	DO HAIR COLORING	18.	14.
6.09	DO HAIR ANALYSIS	19.	15.
2.07	PERFORM BEARD DESIGNING-DRY--ELECTRIC CLIPPER.	20.	18.5
3.04	GIVE SCALP MASSAGES (HAND OR VIBRATORY).	21.	25.
1.04	PERFORM A DRY HAIRCUT--FLAT TOP.	22.	39.
6.02	DO HAIR RELAXING	23.5	20.
6.03	DO HAIR STRAIGHTENING.	23.5	23.
7.02	DO HAIR REPLACEMENT ATTACHMENTS.	25.	22.
3.02	USE SCALP LOTIONS (TONIC).	26.	30.
6.08	DO HAIR SETTING (ROLLER PLACEMENT)	27.	29.
6.05	DO HAIR BLEACHING.	28.	21.
7.03	DO HAIR REPLACEMENT REPAIR SERVICE	29.	24.
2.06	PERFORM BEARD DESIGNING-WET--STRAIGHT RAZOR.	30.	31.5
3.03	GIVE SCALP TREATMENT (HEAT, OIL, ETC.)	31.	26.
5.03	GIVE HOT OIL TREATMENTS.	32.	28.
4.03	GIVE A REST FACIAL	33.	31.5
4.06	GIVE A VIBRATORY FACIAL.	34.	40.5
2.04	PERFORM RAZOR SHAVES-REPLACEMENT BLADE	35.5	35.
4.01	GIVE A FACIAL MASK	35.5	33.
2.03	PERFORM RAZOR SHAVES-STRAIGHT.	37.	44.
4.08	PERFORM A COMBINATION FACIAL	38.	34.
4.07	GIVE A WITCH HAZEL STEAM	39.	42.5
4.05	RENDER A CLAY PACK	40.	37.
4.02	GIVE A ROLLING CREAM FACIAL.	41.	42.5
4.04	GIVE A REJUVENATING FACIAL	42.	36.
1.09	PERFORM BLACK PERSON'S HAIRCUTS.	43.	38.
4.09	GIVE A HIGH FREQUENCY AND DERMAL LAMP TREATMENT.	44.	40.5
2.01	PERFORM A DEPILATORY SHAVE	45.	45.

COMPLETE ITEM RANK BY EMPLOYER AND EMPLOYEE FOR FUTURE NEED

ITEM NO.	TASK DESCRIPTION	EMP-R RANK	EMP-E RANK
8.02	KNOW PRODUCT KNOWLEDGE	1.	3.5
1.08	STYLE CUT A MAN'S HAIRCUT	2.	1.
8.01	DO PRODUCT SALES	3.	7.
6.07	DO AIR WAVING (BLOW DRYER)	4.	3.5
1.03	PERFORM A DRY HAIRCUT--TAPER (ABOVE EAR)	5.	17.
1.06	PERFORM A HAIRCUT--WET, SHAMPOOED	6.	6.
3.01	GIVE SHAMPOOS	7.	5.
1.07	STYLE CUT A WOMAN'S HAIRCUT	8.	2.
8.03	USE COMMUNICATIONS (VISUAL AIDS)	9.	10.
5.01	DO HAIR CONDITIONING	10.	8.
5.02	DO HAIR RECONDITIONING	11.5	11.
7.01	DO HAIR PIECES	11.5	14.
1.02	PERFORM A DRY HAIRCUT--LONG HAIR (OVER EAR)	13.	24.
6.01	DO PERM WAVING (CHEMICAL)	14.	9.
1.05	PERFORM A HAIRCUT--WET, NON-SHAMPOO	15.	18.5
6.04	DO HAIR COLORING	16.	13.
6.09	DO HAIR ANALYSIS	17.	15.
6.06	DO IRON CURLING TECHNIQUES	18.	12.
2.07	PERFORM BEARD DESIGNING-DRY--ELECTRIC CLIPPER	19.	16.
2.08	GIVE NECK SHAVES--RAZOR	20.	30.
3.04	GIVE SCALP MASSAGES (HAND OR VIBRATORY)	21.	25.
6.02	DO HAIR RELAXING	22.5	21.
7.02	DO HAIR REPLACEMENT ATTACHMENTS	22.5	18.5
6.03	DO HAIR STRAIGHTENING	24.	23.
3.02	USE SCALP LOTIONS (TONIC)	25.	32.
6.08	DO HAIR SETTING (ROLLER PLACEMENT)	26.	27.
7.03	DO HAIR REPLACEMENT REPAIR SERVICE	27.	20.
1.04	PERFORM A DRY HAIRCUT--FLAT TOP	28.	43.
6.05	DO HAIR BLEACHING	29.	22.
2.06	PERFORM BEARD DESIGNING-WET--STRAIGHT RAZOR	30.	33.
3.03	GIVE SCALP TREATMENT (HEAT, OIL, ETC.)	31.	26.
4.03	GIVE A REST FACIAL	32.	29.
4.01	GIVE A FACIAL MASK	33.	31.
5.03	GIVE HOT OIL TREATMENTS	34.	28.
4.06	GIVE A VIBRATORY FACIAL	35.	38.
4.08	PERFORM A COMBINATION FACIAL	36.	35.
4.02	GIVE A ROLLING CREAM FACIAL	37.	39.
4.04	GIVE A REJUVENATING FACIAL	38.	36.
4.05	RENDER A CLAY PACK	39.	37.
4.07	GIVE A WITCH HAZEL STEAM	40.	40.
2.04	PERFORM RAZOR SHAVES-REPLACEMENT BLADE	41.	42.
2.03	PERFORM RAZOR SHAVES-STRAIGHT	42.	44.
4.09	GIVE A HIGH FREQUENCY AND DERMAL LAMP TREATMENT	43.	41.
1.09	PERFORM BLACK PERSON'S HAIRCUTS	44.	34.
2.01	PERFORM A DEPILATORY SHAVE	45.	45.

APPENDIX G

STATISTICAL MEASURES RELATING TO FREQUENCY
BY EMPLOYERS AND EMPLOYEES

	EMPLOYER					EMPLOYEE				
ITEM NO.	ITEM RANK	MEAN	S.E. MEAN	S.D.	S.E. S.D.	ITEM RANK	MEAN	S.E. MEAN	S.D.	S.E. S.D.
1.02	3.	3.93	0.10	1.55	0.07	10.	3.56	0.13	1.67	0.09
1.03	1.	4.33	0.08	1.26	0.05	7.	3.79	0.11	1.46	0.08
1.04	12.	3.05	0.09	1.40	0.06	21.	1.95	0.09	1.15	0.06
1.05	10.	3.29	0.10	1.69	0.07	11.	3.45	0.13	1.67	0.09
1.06	9.	3.37	0.10	1.61	0.07	5.5	4.22	0.10	1.27	0.07
1.07	11.	3.07	0.09	1.53	0.07	9.	3.64	0.10	1.25	0.07
1.08	2.	4.02	0.08	1.34	0.06	1.	4.60	0.06	0.84	0.05
1.09	41.	1.37	0.05	0.80	0.04	29.	1.52	0.08	0.98	0.05
2.01	35.5	1.40	0.06	0.90	0.04	44.	1.21	0.04	0.56	0.03
2.03	26.	1.69	0.06	0.97	0.04	34.	1.37	0.06	0.72	0.04
2.04	25.	1.73	0.06	1.02	0.05	23.5	1.79	0.07	0.93	0.05
2.06	21.	1.96	0.07	1.07	0.05	25.	1.65	0.07	0.89	0.05
2.07	15.	2.71	0.08	1.36	0.06	13.	3.03	0.08	1.08	0.06
2.08	8.	3.41	0.11	1.77	0.08	14.	2.87	0.13	1.70	0.09
3.01	7.	3.42	0.09	1.46	0.06	3.	4.33	0.08	1.05	0.06
3.02	18.	2.42	0.08	1.34	0.06	20.	1.98	0.09	1.13	0.06
3.03	27.	1.67	0.07	1.13	0.05	23.5	1.79	0.07	0.85	0.05
3.04	16.	2.55	0.09	1.37	0.06	18.	2.30	0.10	1.24	0.07
4.01	32.5	1.43	0.05	0.83	0.04	35.5	1.32	0.04	0.54	0.03
4.02	40.	1.38	0.05	0.79	0.03	38.5	1.30	0.04	0.51	0.03
4.03	31.	1.46	0.05	0.82	0.04	31.5	1.45	0.05	0.62	0.03
4.04	44.	1.28	0.04	0.67	0.03	35.5	1.32	0.04	0.56	0.03
4.05	38.	1.39	0.05	0.83	0.04	38.5	1.30	0.04	0.53	0.03
4.06	34.	1.42	0.05	0.84	0.04	42.	1.25	0.04	0.48	0.03
4.07	32.5	1.43	0.05	0.85	0.04	37.	1.31	0.05	0.59	0.03
4.08	38.	1.39	0.06	0.90	0.04	40.	1.29	0.04	0.57	0.03
4.09	45.	1.11	0.03	0.43	0.02	45.	1.14	0.03	0.41	0.02
5.01	13.	2.95	0.10	1.61	0.07	8.	3.75	0.11	1.40	0.08
5.02	17.	2.46	0.10	1.52	0.07	16.	2.79	0.10	1.36	0.07
5.03	42.	1.34	0.06	0.88	0.04	33.	1.44	0.07	0.86	0.05
6.01	20.	1.97	0.08	1.32	0.06	17.	2.50	0.09	1.15	0.06
6.02	28.	1.61	0.06	1.04	0.05	26.	1.64	0.07	0.93	0.05
6.03	29.	1.56	0.06	1.00	0.04	27.	1.58	0.07	0.85	0.05
6.04	23.5	1.78	0.07	1.12	0.05	22.	1.89	0.07	0.95	0.05
6.05	43.	1.32	0.05	0.74	0.03	30.	1.46	0.06	0.75	0.04
6.06	19.	2.03	0.09	1.39	0.06	15.	2.84	0.12	1.53	0.08
6.07	6.	3.52	0.11	1.71	0.07	2.	4.46	0.09	1.15	0.06
6.08	30.	1.55	0.07	1.08	0.05	28.	1.57	0.08	1.00	0.05
6.09	22.	1.88	0.09	1.35	0.06	19.	2.00	0.11	1.39	0.08
7.01	23.5	1.78	0.07	1.09	0.05	31.5	1.45	0.05	0.67	0.04
7.02	35.5	1.40	0.06	0.88	0.04	41.	1.26	0.04	0.54	0.03
7.03	38.	1.39	0.06	0.96	0.04	43.	1.24	0.04	0.56	0.03
8.01	5.	3.81	0.09	1.44	0.06	4.	4.26	0.09	1.17	0.06
8.02	4.	3.85	0.09	1.43	0.07	5.5	4.22	0.09	1.15	0.07
8.03	14.	2.79	0.11	1.69	0.08	12.	3.26	0.13	1.59	0.09

STATISTICAL MEASURES RELATING TO PERFORMANCE
BY EMPLOYERS AND EMPLOYEES

	EMPLOYER					EMPLOYEE				
ITEM NO.	ITEM RANK	MEAN	S.E. MEAN	S.D.	S.E. S.D.	ITEM RANK	MEAN	S.E. MEAN	S.D.	S.E. S.D.
1.02	7.	3.68	0.07	1.05	0.05	9.5	3.83	0.09	1.07	0.06
1.03	3.	3.82	0.07	1.10	0.05	13.	3.67	0.08	0.97	0.05
1.04	17.	3.18	0.09	1.34	0.07	39.	2.62	0.10	1.23	0.07
1.05	10.	3.63	0.08	1.10	0.06	8.	3.87	0.09	1.12	0.07
1.06	6.	3.69	0.08	1.16	0.06	3.5	4.29	0.07	0.89	0.05
1.07	12.	3.55	0.08	1.16	0.06	7.	3.94	0.07	0.94	0.05
1.08	1.	3.96	0.07	0.98	0.05	2.	4.38	0.06	0.74	0.04
1.09	43.	2.05	0.11	1.23	0.08	38.	2.75	0.12	1.32	0.09
2.01	44.	1.93	0.10	1.17	0.07	43.	2.17	0.12	1.13	0.08
2.03	27.5	2.70	0.11	1.38	0.08	40.	2.56	0.11	1.17	0.08
2.04	31.5	2.59	0.11	1.36	0.08	25.	3.01	0.11	1.24	0.08
2.06	24.5	2.81	0.10	1.24	0.07	31.5	2.87	0.11	1.19	0.08
2.07	15.	3.27	0.08	1.16	0.06	15.5	3.54	0.07	0.85	0.05
2.08	9.	3.65	0.09	1.27	0.07	17.	3.45	0.11	1.23	0.08
3.01	5.	3.73	0.07	1.00	0.05	1.	4.42	0.06	0.76	0.04
3.02	19.	3.06	0.08	1.14	0.06	20.	3.22	0.11	1.21	0.08
3.03	30.	2.61	0.12	1.38	0.08	23.	3.06	0.10	1.09	0.07
3.04	16.	3.21	0.08	1.06	0.05	18.	3.44	0.09	1.07	0.06
4.01	37.	2.46	0.11	1.25	0.08	26.	2.95	0.12	1.27	0.08
4.02	40.	2.40	0.11	1.23	0.08	37.	2.81	0.12	1.20	0.08
4.03	29.	2.66	0.11	1.29	0.08	24.	3.05	0.11	1.19	0.08
4.04	42.	2.29	0.12	1.23	0.08	29.5	2.91	0.11	1.14	0.08
4.05	39.	2.41	0.12	1.31	0.08	27.5	2.93	0.12	1.22	0.08
4.06	33.	2.51	0.12	1.29	0.08	34.5	2.84	0.12	1.19	0.08
4.07	36.	2.47	0.11	1.29	0.08	34.5	2.84	0.12	1.24	0.09
4.08	41.	2.32	0.11	1.19	0.08	31.5	2.87	0.11	1.16	0.08
4.09	45.	1.89	0.12	1.15	0.08	42.	2.48	0.14	1.31	0.10
5.01	11.	3.58	0.09	1.20	0.06	5.	4.13	0.08	0.94	0.05
5.02	14.	3.42	0.10	1.31	0.07	6.	3.97	0.09	1.06	0.06
5.03	34.	2.50	0.14	1.41	0.10	21.5	3.09	0.14	1.34	0.10
6.01	20.	3.04	0.11	1.43	0.08	12.	3.70	0.09	1.09	0.06
6.02	23.	2.83	0.11	1.36	0.08	29.5	2.91	0.11	1.19	0.08
6.03	24.5	2.81	0.12	1.34	0.08	33.	2.85	0.11	1.18	0.08
6.04	21.5	2.95	0.11	1.37	0.08	19.	3.33	0.10	1.19	0.07
6.05	35.	2.48	0.13	1.39	0.09	27.5	2.93	0.13	1.34	0.09
6.06	18.	3.12	0.11	1.42	0.08	15.5	3.54	0.10	1.20	0.07
6.07	2.	3.87	0.08	1.17	0.06	3.5	4.29	0.07	0.93	0.05
6.08	27.5	2.70	0.12	1.39	0.09	36.	2.83	0.12	1.30	0.09
6.09	26.	2.75	0.11	1.36	0.08	21.5	3.09	0.12	1.27	0.08
7.01	21.5	2.95	0.11	1.33	0.08	41.	2.49	0.12	1.32	0.09
7.02	31.5	2.59	0.13	1.36	0.09	44.	2.10	0.13	1.26	0.09
7.03	38.	2.44	0.13	1.39	0.09	45.	2.08	0.14	1.33	0.10
8.01	8.	3.66	0.08	1.12	0.05	11.	3.75	0.08	1.01	0.06
8.02	4.	3.80	0.08	1.12	0.05	9.5	3.83	0.08	0.98	0.05
8.03	13.	3.48	0.10	1.31	0.07	14.	3.58	0.10	1.15	0.07

STATISTICAL MEASURES RELATING TO IMPORTANCE
BY EMPLOYERS AND EMPLOYEES

	EMPLOYER					EMPLOYEE				
ITEM NO.	ITEM RANK	MEAN	S.E. MEAN	S.D.	S.E. S.D.	ITEM RANK	MEAN	S.E. MEAN	S.D.	S.E. S.D.
1.02	7.5	3.71	0.07	1.06	0.05	16.	3.51	0.11	1.29	0.07
1.03	3.5	3.98	0.06	0.91	0.04	12.5	3.69	0.09	1.12	0.06
1.04	22.	2.97	0.08	1.17	0.06	39.	2.38	0.10	1.22	0.07
1.05	13.	3.47	0.08	1.18	0.06	17.	3.41	0.10	1.23	0.07
1.06	6.	3.84	0.07	1.11	0.05	3.	4.36	0.07	0.94	0.05
1.07	9.	3.68	0.08	1.15	0.06	6.	4.23	0.07	0.89	0.05
1.08	1.	4.12	0.06	0.89	0.04	1.	4.52	0.06	0.73	0.04
1.09	43.	1.99	0.10	1.15	0.07	38.	2.39	0.11	1.23	0.08
2.01	45.	1.76	0.09	1.08	0.07	45.	1.71	0.09	0.94	0.07
2.03	37.	2.23	0.10	1.22	0.07	44.	2.15	0.11	1.13	0.08
2.04	35.5	2.25	0.10	1.26	0.07	35.	2.47	0.11	1.23	0.08
2.06	30.	2.59	0.09	1.13	0.06	31.5	2.60	0.11	1.19	0.08
2.07	20.	3.03	0.08	1.09	0.05	18.5	3.38	0.08	0.96	0.05
2.08	14.	3.40	0.09	1.28	0.07	27.	2.86	0.12	1.37	0.08
3.01	7.5	3.71	0.07	1.07	0.05	5.	4.32	0.06	0.83	0.05
3.02	26.	2.81	0.09	1.20	0.06	30.	2.64	0.10	1.13	0.07
3.03	31.	2.56	0.11	1.37	0.08	26.	2.91	0.10	1.12	0.07
3.04	21.	3.00	0.08	1.14	0.06	25.	2.94	0.09	1.13	0.07
4.01	35.5	2.25	0.10	1.14	0.07	33.	2.58	0.11	1.13	0.07
4.02	41.	2.14	0.09	1.09	0.07	42.5	2.34	0.10	1.05	0.07
4.03	33.	2.38	0.10	1.21	0.07	31.5	2.60	0.10	1.09	0.07
4.04	42.	2.09	0.10	1.09	0.07	36.	2.44	0.11	1.13	0.07
4.05	40.	2.17	0.10	1.16	0.07	37.	2.42	0.10	1.09	0.07
4.06	34.	2.35	0.10	1.20	0.07	40.5	2.36	0.10	1.07	0.07
4.07	39.	2.19	0.10	1.13	0.07	42.5	2.34	0.11	1.11	0.07
4.08	38.	2.22	0.10	1.15	0.07	34.	2.52	0.11	1.16	0.08
4.09	44.	1.85	0.10	1.06	0.07	40.5	2.36	0.13	1.23	0.09
5.01	11.	3.60	0.09	1.21	0.06	8.	4.10	0.08	1.02	0.06
5.02	12.	3.53	0.09	1.22	0.06	10.	3.94	0.09	1.10	0.06
5.03	32.	2.47	0.13	1.33	0.09	28.	2.83	0.13	1.28	0.09
6.01	15.	3.34	0.11	1.41	0.08	9.	4.05	0.08	1.04	0.06
6.02	23.5	2.96	0.11	1.35	0.08	20.	3.20	0.11	1.19	0.07
6.03	23.5	2.96	0.11	1.35	0.08	23.	3.11	0.11	1.26	0.08
6.04	18.	3.13	0.10	1.30	0.07	14.	3.62	0.10	1.12	0.07
6.05	28.	2.65	0.12	1.41	0.09	21.	3.19	0.12	1.33	0.09
6.06	17.	3.15	0.11	1.37	0.07	12.5	3.69	0.10	1.21	0.07
6.07	3.5	3.98	0.08	1.09	0.05	2.	4.47	0.07	0.87	0.05
6.08	27.	2.79	0.12	1.42	0.08	29.	2.80	0.13	1.39	0.09
6.09	19.	3.09	0.11	1.40	0.08	15.	3.53	0.11	1.16	0.08
7.01	16.	3.29	0.10	1.25	0.07	18.5	3.38	0.12	1.29	0.08
7.02	25.	2.82	0.13	1.41	0.09	22.	3.13	0.13	1.31	0.09
7.03	29.	2.61	0.13	1.42	0.09	24.	3.00	0.15	1.44	0.10
8.01	5.	3.90	0.07	1.08	0.05	7.	4.14	0.08	1.01	0.06
8.02	2.	4.07	0.07	1.00	0.05	4.	4.34	0.07	0.93	0.05
8.03	10.	3.63	0.09	1.25	0.07	11.	3.86	0.10	1.15	0.07

STATISTICAL MEASURES RELATING TO FUTURE NEED
BY EMPLOYERS AND EMPLOYEES

	EMPLOYER					EMPLOYEE				
ITEM NO.	ITEM RANK	MEAN	S.E. MEAN	S.D.	S.E. S.D.	ITEM RANK	MEAN	S.E. MEAN	S.D.	S.E. S.D.
1.02	13.	3.51	0.08	1.28	0.06	24.	3.16	0.11	1.34	0.07
1.03	5.	3.90	0.07	1.02	0.05	17.	3.48	0.08	1.09	0.06
1.04	28.	2.75	0.08	1.17	0.05	43.	2.20	0.09	1.20	0.07
1.05	15.	3.34	0.09	1.30	0.06	18.5	3.41	0.11	1.33	0.07
1.06	6.	3.85	0.08	1.18	0.05	6.	4.46	0.07	0.89	0.05
1.07	8.	3.81	0.08	1.25	0.06	2.	4.55	0.05	0.70	0.04
1.08	2.	4.16	0.07	1.06	0.05	1.	4.60	0.06	0.74	0.04
1.09	44.	1.97	0.08	1.21	0.06	34.	2.66	0.10	1.21	0.07
2.01	45.	1.70	0.07	1.08	0.05	45.	1.78	0.09	1.03	0.06
2.03	42.	2.00	0.08	1.15	0.06	44.	1.91	0.10	1.14	0.07
2.04	41.	2.12	0.08	1.23	0.06	42.	2.32	0.10	1.24	0.07
2.06	30.	2.59	0.08	1.21	0.06	33.	2.67	0.10	1.25	0.07
2.07	19.	3.13	0.07	1.10	0.05	16.	3.50	0.07	0.89	0.05
2.08	20.	3.07	0.09	1.38	0.06	30.	2.71	0.11	1.30	0.08
3.01	7.	3.83	0.07	1.11	0.05	5.	4.47	0.06	0.80	0.04
3.02	25.	2.83	0.08	1.23	0.06	32.	2.68	0.10	1.19	0.07
3.03	31.	2.50	0.09	1.34	0.07	26.	3.03	0.09	1.14	0.07
3.04	21.	3.03	0.08	1.15	0.05	25.	3.10	0.09	1.14	0.06
4.01	33.	2.34	0.09	1.25	0.06	31.	2.70	0.10	1.23	0.07
4.02	37.	2.20	0.08	1.19	0.06	39.	2.50	0.10	1.23	0.07
4.03	32.	2.36	0.09	1.23	0.06	29.	2.73	0.10	1.21	0.07
4.04	38.	2.19	0.08	1.16	0.06	36.	2.58	0.10	1.25	0.07
4.05	39.	2.18	0.08	1.18	0.06	37.	2.55	0.10	1.25	0.07
4.06	35.	2.28	0.08	1.19	0.06	38.	2.51	0.10	1.20	0.07
4.07	40.	2.14	0.08	1.12	0.06	40.	2.41	0.10	1.20	0.07
4.08	36.	2.22	0.09	1.20	0.06	35.	2.64	0.10	1.26	0.07
4.09	43.	1.98	0.08	1.14	0.06	41.	2.36	0.11	1.27	0.08
5.01	10.	3.71	0.09	1.28	0.06	8.	4.28	0.08	0.99	0.05
5.02	11.5	3.52	0.10	1.40	0.07	11.	4.09	0.09	1.14	0.06
5.03	34.	2.31	0.10	1.29	0.07	28.	2.86	0.11	1.33	0.08
6.01	14.	3.35	0.10	1.49	0.07	9.	4.24	0.08	1.01	0.06
6.02	22.5	2.95	0.10	1.43	0.07	21.	3.27	0.10	1.24	0.07
6.03	24.	2.86	0.10	1.45	0.07	23.	3.18	0.10	1.22	0.07
6.04	16.	3.29	0.09	1.36	0.07	13.	3.80	0.09	1.11	0.06
6.05	29.	2.71	0.10	1.44	0.07	22.	3.25	0.11	1.36	0.08
6.06	18.	3.19	0.10	1.45	0.07	12.	3.88	0.09	1.17	0.07
6.07	4.	4.02	0.08	1.26	0.06	3.5	4.53	0.07	0.86	0.05
6.08	26.	2.82	0.10	1.47	0.07	27.	2.93	0.11	1.40	0.08
6.09	17.	3.25	0.11	1.52	0.07	15.	3.69	0.11	1.30	0.08
7.01	11.5	3.52	0.09	1.31	0.06	14.	3.79	0.11	1.29	0.08
7.02	22.5	2.95	0.11	1.46	0.08	18.5	3.41	0.12	1.33	0.08
7.03	27.	2.79	0.11	1.46	0.08	20.	3.31	0.12	1.38	0.09
8.01	3.	4.15	0.07	1.05	0.05	7.	4.45	0.07	0.90	0.05
8.02	1.	4.21	0.06	1.00	0.05	3.5	4.53	0.06	0.81	0.04
8.03	9.	3.73	0.09	1.31	0.06	10.	4.11	0.09	1.11	0.06